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ABSTRACT

Designed to help Iowa teachers implement the multicultural, nonsexist education mandated by state law, this resource book contains over 100 social studies activities for use in primary, intermediate, and junior high level classes. Exercises for each grade level focus on self, family, neighborhood, community, state, and nation. Primary grade group and individual activities involve students in making life size dolls of themselves, examining likenesses and differences, exploring adult roles and professional options, analyzing stereotypes, and realizing cultural differences. Intermediate grade students look at the lives of pioneer women, American Indians, community values, ethnic groups, and stereotypes. Junior high school students study Iowa minorities, prejudice, famous American women, the Equal Rights Amendment, and the concept of the melting pot. For each activity, skill area, time allotment, objectives, materials, description, and evaluation methods are provided. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

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Multicultural, Nonsexist Teaching Strategies

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Social Studies (K-6)

SS 015 266

AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Multicultural, Nonsexist Teaching Strategies: Social Studies (K-6).

Author(s): Warren Weber

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AEA 7 Teacher Center
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Teacher Center Policy Board Chair - Doris Mauer
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INTRODUCTION

The implementation of multicultural, nonsexist (MC,NS) education which was mandated in Iowa by House File 254 has been a challenge to all educators in the state. Although Iowa teachers have increased their awareness level regarding the need for MC,NS education, there remains a continued need for concrete strategies and suggestions to implement a MC,NS program in all content areas.

Since the inception in 1978, the AEA-7 Teacher Center has focused on MC,NS education as one of its major goal areas. Several efforts have been made to involve teachers in the development of MC,NS workshops and materials. This booklet, developed by a group of six teachers in the Independence and Waverly-Shell Rock School Systems is one such effort.

This resource is divided into the three grade level areas of primary, intermediate, and junior high. Each of these areas is color coded. Within each area specific activities are provided focusing upon such apparant social studies themes as self, family, neighborhood, community, state, and nation.

It is with great pleasure that the AEA-7 Teacher Center and the State Teacher Center Office make this booklet available to school districts and teachers throughout Iowa. We wish to thank the developers and project coordinator for their contributions to this booklet and hope it is utilized as a resource in the implementation of a successful multicultural, nonsexist social studies program in Iowa.

PROJECT
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I'M OKAY

Skill Area: Self
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To help develop a positive self-image for each child.

MATERIALS NEEDED

Mirror (optional)

DESCRIPTION/DIRECTIONS

The children are seated in a circle. The teacher leads the discussion by relating the following: "Do you think we have to work at being friends? We all want to be good friends to each other. Student's name, I want you to be my friend, student's name, I want you to be my friend." Continue around the circle, the teacher naming each student as her friend. "What if I have a horrible toothache today and was really feeling awful. Can I be a good friend today? No, probably not. I am feeling too much pain. So for me to be a good friend, I have to feel good about being me. I have to feel okay about me. I want you to do something now that might seem silly, but if you are honest and sincere, it will help you feel good about being you." The teacher looks in a mirror and says, "I like me, I like own name."

"Okay, let's say it all together. I like me. I like own name. Now I want you to look in the mirror as we pass it around the circle and say 'I like me. I like own name.'" The children should be told they should like themselves at all times, in all conditions.

VARIATION

Older students could assume the role of people from another culture. The children could include names of friends and people not in the room.

EVALUATION

Teacher observation

PAPER DOLLS

Skill Area: Self
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1-2 days

OBJECTIVE/PURPOSE

To have the student develop an awareness that there are likenesses and differences in children.

MATERIALS NEEDED

5 foot lengths of drawing paper, scissors, crayons

DESCRIPTION/DIRECTIONS

The children will be seated in a circle. The teacher leads the discussion as follows: "We are alike." Discuss how the children are all at school, all in ____ grade, all eat, drink, sleep, etc. "We are different." Discuss how children differ in age, coloration, size, sex, clothing, etc.

Explain to the children that they will make a life-sized paper doll of themselves. Have the children pair up, one laying down on their paper and the partner tracing an outline with a crayon. Reverse roles. Ask the children to draw and color the paper dolls in a likeness of themselves.

Cut out and display on a wall in the room or hall. Note and discuss likenesses and differences.

VARIATION

If a handicapped child is in the class unable to lie down for tracing - could do silhouettes of all students, instead.

EVALUATION

Student participation
Teacher observation

WHY AM I DIFFERENT?

Skill Area: Self
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To lead the student to develop a positive view of differences.

MATERIALS NEEDED

Why Am I Different? by Norma Simon

DESCRIPTION/DIRECTIONS

Read the story, Why Am I Different?, to the children. Lead them in a discussion about the book by asking such questions as: "What does it mean to be different?" "How do we feel about it?" "Would the world be a better place if there were no differences?"

Do role playing activities showing some of the differences within the classroom. Examples: Tall and short children of the same age; children who like to eat vegetables and those who don't; children who are good at drawing and children who are good at printing; children who live in a house and children who live in an apartment; children who are moving away and children who are staying; children who eat hot lunch and children who bring their lunch, reading groups. Encourage the children to show the positive aspect of being different.

EVALUATION

Teacher observation
Student participation

LIKENESSES AND DIFFERENCES

Skill Area: Self
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

To have the student develop an awareness that there are likenesses and differences that make pictures and people unique.

MATERIALS NEEDED

Drawing paper, 3 construction paper people cutouts (for each child), crayons

DESCRIPTION/DIRECTIONS

Hand out the same set of 3 construction paper cutouts to each child and ask the children to arrange the pieces on the drawing paper. Glue into place and use crayons to draw or color to add detail to the picture. Children must work independently.

After the pictures are finished, compare the pictures looking for the likenesses and the differences. Explain that not one picture is the "right" one - that each picture is right for the person who drew it. Make a parallel that just as the likenesses and differences in the pictures make them unique and special so do the likenesses and differences in the children make them unique and special.

EVALUATION

Student participation
Teacher observation

VERY IMPORTANT PERSON

Skill Area: Self
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To have the student build a stronger image of self worth.

MATERIALS NEEDED

Construction paper badge for each student or materials needed for each student to make their own (aluminum foil cut in 2" circles with pinking shears, construction paper cut in 1½" circles, construction paper cut in 4" ribbons, small safety pins and magic markers).

DESCRIPTION/DIRECTIONS

The children will be seated in a circle. The teacher leads the discussion as follows: "Do you know what the letters V.I.P. stand for?" If the children do not understand, explain that it means Very Important Person. Ask the children to name some important people they know and to tell what makes that person a V.I.P. Accept any and all ideas the children might have.

Then begin discussing that the children are each very important people. The teacher should be able to help the children verbalize ways in which they are V.I.P.'s. Encourage the children to tell ways that another child in the class is important. Hopefully, each child will contribute something and each child will have had something said about him/her.

EVALUATION

Student participation
Teacher observation

WHEN I GROW UP I WANT TO BE

Skill Area: Self
Grade Level: 1-2
Group Size: Classroom
Time Allotment: 1-2 days

OBJECTIVE/PURPOSE

To assist the students in broadening their concepts of careers they might wish to pursue when they are adults.

To assist the students in understanding that sex need not determine their career choices.

MATERIALS NEEDED

Drawing paper, crayons

DESCRIPTION/DIRECTIONS

Encourage the children to make a picture or pictures of themselves when they are grown up and at work. Assist those children who might have difficulty by mentioning and discussing traditional and untraditional jobs which people fill in and out of the home. The children could print a label or sentence on their picture(s).

Have a "show and tell" period in which the children share their pictures and responses. Some teacher comments might be: "Mike wants to be a doctor or writer. Fine, Mike. Tell us about what made you choose these two things." "Betsy wants to be a police officer. Isn't that good? What do police officers do, Betsy?" "Chamie wants to be a wife, a mother, and a bus driver. Good for her. Tell us about some of the things you will be doing."

Help the children to understand that jobs in and out of the home can be done by both sexes. Knowledge, skill, interest, and ability help us to decide jobs or careers we want to have.

EVALUATION

Teacher observation
Student participation

ALL KINDS OF FAMILIES

Skill Area: Family
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To have the student understand that a family is parents and children, whether living together or not. To also understand that a family provides love, trust, a sense of belonging and support. To understand that separations and sadness occur, yet the family survives.

MATERIALS NEEDED

All Kinds of Families by Norma Simon

DESCRIPTION/DIRECTIONS

Read the story, All Kinds of Families, to the children. Lead them in a discussion of their families likenesses and differences. Help the children write a definition of a family. Put the definition in the center of a bulletin board and encourage the children to bring photographs of their families (immediate and/or extended) to put on the board.

VARIATION

Sponsor an Extended Family Day, Grandparent, or Aunt and Uncle Day in your classroom. Invite them to visit the room. You may have special activities involving the visitors or just let them visit to see what the normal routine of the classroom is for that day.

EVALUATION

Teacher observation
Student participation

FAMILIES WORK OUTSIDE THE HOME

Skill Area: Family
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To assist the student in identifying the jobs family members hold in the world of work outside the home. To assist the student in understanding that sex need not determine the careers of adults.

MATERIALS NEEDED

Pictures of people at work of all types. Example: ("People At Work Multi-Ethnic Non-Sexist Approach picture set" - Instructo).

DESCRIPTION/DIRECTIONS

The children are seated in a circle. The teacher displays the pictures and points out the women and men in traditional and nontraditional roles in the world of work. Let the children help describe the roles. Encourage the children to discuss the roles their family members perform in the world of work. Use questions such as: "Who can work in a bank?" "Does anyone have a family member who works in a bank?" "Tell us about it." "How many children have mothers who work?" "Tell us about what they do." "How many children have fathers who work?" "Tell us about what they do."

As the children discuss pose questions such as: "Could a woman do that? Why or why not?" "Could a man do that? Why or why not?" "Could your father do the job your mother has?" "Could your mother do the job your father has?"

Help the children to understand, "Jobs require skills that must be learned." "Learning how to do jobs depends upon our interests and abilities." "The jobs people do depend on how well we learn to do them - not whether we are a boy or a girl or a man or a woman."

The teacher could help the children write a chart story "Families Work." Parents withe traditional and untraditional roles in the world of work could be invited to the classroom to share information about their jobs and why they were chosen as a career.

EVALUATION

BIRTHDAY CUSTOMS
(see variation for Holidays)

Skill Area: Family
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1-2 days

OBJECTIVE/PURPOSE

To have the student demonstrate his/her understanding that families have their own customs.

MATERIALS NEEDED

Ingredients to make Indian Fry Bread, electric skillet, bowl, measuring utensils, Chinese calendar

DESCRIPTION/DIRECTIONS

The children are seated in a circle. The teacher leads the discussion as follows: "How do you celebrate birthdays in your family? How does each member of your family help to make it a special day for you?"

If you were a member of a Chinese family, you might receive "lucky money" in a red envelope. Red is a lucky color. Your family would have a special dinner with just family members present. This is a Chinese "custom."

The teacher could introduce the Chinese calendar which is based on traditions. An animal symbol is identified for each year, and persons born in that year are supposedly ruled by this symbolic animal and have characteristics associated with the animal. Help the children find their symbol. Do they think the characteristics listed fit?

If you were a native American, you might go to a movie with friends. Then you could come home for dinner which might include Indian fried bread for your birthday. This is a Native American custom. The teacher could help the children prepare Indian Fry Bread (see recipe).

Draw pictures to show your family celebrating a birthday. The teacher should relate a custom from his/her family. "Dad baking the cake, going out to dinner alone with parents, slumber party, etc." Allow the children to display and discuss their pictures with the class.

VARIATION

Widen the concept to Holiday Customs. Have each child bring an object or food that is important to them or is part of their custom in celebrating a holiday. The parents could be invited to share.

EVALUATION

INDIAN FRY BREAD

Fill the electric skillet half full of oil. Turn on high to heat. Measure into bowl:

4 C flour
3 t baking powder
1 t salt
1½ C water

Gradually add the water as you stir.

Knead the dough until it does not stick to your hands. Add a little more flour as needed. Divide the dough into small balls. Then flatten them until thin and make a hole in the center like a doughnut. Slide into hot oil. Fry on each side until light brown. Remove and drain on layer of paper towels. Eat while warm.

MY FAMILY, YOUR FAMILY

Skill Area: Family
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To help the student identify, describe, and define many kinds of families.

MATERIALS NEEDED

Pictures of many kinds of families. Example: "Home and Family Study Prints Multiethnic-Nonsexist Approach" - Instructo.

DESCRIPTION/DIRECTIONS

The children are seated in a circle. The teacher leads the discussion as follows: "A family is a group of people who live together. There are many different kinds of families. Families can be large or small." Show the pictures of many kinds of families. Name and list on the board such terms as: mother, father, sister, brother, grandmother, grandfather, cousin, uncle, aunt, etc. "A family may be made up of all these members or only a few of them. It is not important how many members a family has." The teacher would ask the children to tell about their families. "How many people live with you? You live with your mother. Good!" "Nan, you tell us you live with your father and stepmother. That makes a nice family, too." "Aaron, tell us about your family. You have a nice big family - mother, father, and three sisters and grandmother." Be prepared with a neutral response to the child who tells about mother and boyfriend or father and girlfriend. The teacher might say, "I'm glad you shared with us."

The teacher might want to make a bulletin board showing the many kinds of family groupings using a mixture of commercial pictures and drawings the children have made of their own families.

EVALUATION

Student participation
Teacher observation

FAMILIES WORK AT HOME

Skill Area: Family
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To have the student describe ways that family members work at home. To identify tasks in the home which may be done by males and females.

MATERIALS NEEDED

Equipment for a home life center. Table cloths, aprons, cleaning utensils, appliance and laundry supplies, show polishing equipment, child rearing equipment, furniture other than "kitchen" table and chairs. Pictures or books showing members of the family at work in the home.

DESCRIPTION/DIRECTIONS

The children are seated in a circle. The teacher displays the pictures and points out the different tasks which people are doing. Allow the children to describe the tasks. The teacher may comment, "Someone cooks when we eat at home. Who cooks at your house, Susan?" "Someone clears the table and washes the dishes at home. Who does those things at your house, Bob?" Encourage discussion of tasks such as cooking, cleaning, yard work, repairs, laundry, child care, etc. Ask the children to discuss the ways in which they help perform tasks at home. Help the children to understand that "Many people perform different kinds of jobs at home." "Jobs that we do need not be determined by whether we are a boy or girl or a man or a woman." "Jobs that we do at home depend on our skills, interest, and the need to do the job."

Help the children make a class book about the roles of family members. Be sure to use examples of mothers who make home or car repairs or fathers who cook. Include pictures of fathers and mothers caring for children.

Create a home life center in the classroom. Encourage the children to participate, accepting new roles each time.

EVALUATION

Student participation
Teacher observation

THE HANDICAPPED

Skill Area: Family
Grade Level: 1-2
Group Size: Classroom
Time Allotment: 1-3 days

OBJECTIVE/PURPOSE

To introduce the students to the life of a handicapped child. To show how one handicapped boy is living successfully in a world made for people without handicaps.

MATERIALS NEEDED

Don't Feel Sorry For Paul by Bernard Wolf

DESCRIPTION/DIRECTIONS

Seat the children so that they will all be able to see and hear the story. Read the story to the children, stopping at appropriate places to answer any and all questions. Listen for and respond to comments from the children.

VARIATIONS

Invite a handicapped person to the classroom to share his/her experiences in their lives.

A field trip could be taken to a place of business employing the handicapped to allow students to understand the importance and value in employing the handicapped.

Have a discussion with the children about things they have seen in stores, restaurants, churches which make life more convenient for the handicapped.

EVALUATION

Teacher observation

FAMILY TREE

Skill Area: Family
Grade Level: 2
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student understand that every family in the neighborhood is not alike.

MATERIALS NEEDED

Paper, pencil, worksheet

DESCRIPTION OF ACTIVITY

Discuss the child's family and other families that make up the neighborhood.

Before class make a worksheet of a family tree. Use leaves for names of brothers, sisters, grandparents, aunts, uncles, cousins, etc.

DIRECTIONS

Complete the family tree.

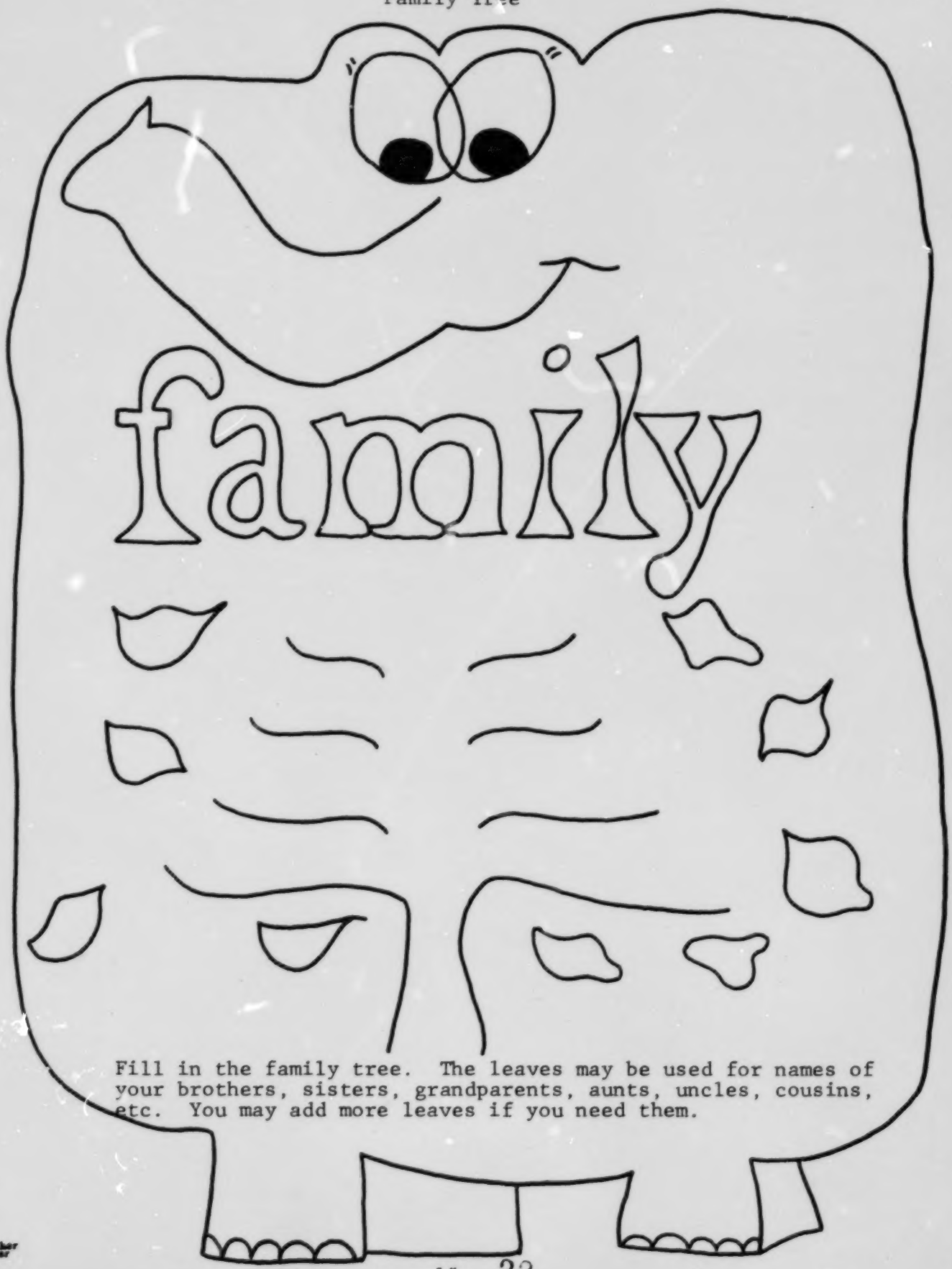
Compare this tree with a family tree of someone in your neighborhood.

EVALUATION

Each child should see the differences in the families that make up their neighborhood.

(NOTE: Allow children who find it uncomfortable to contribute to observe and listen in on the conversation if appropriate.)

Family Tree



Fill in the family tree. The leaves may be used for names of your brothers, sisters, grandparents, aunts, uncles, cousins, etc. You may add more leaves if you need them.

SEX ROLES IN OCCUPATIONS

Skill Area: Neighborhood
Grade Level: 1-2
Group Size: Classroom
Time Allotment: 1-2 days

OBJECTIVE/PURPOSE

To expand the students occupational interests and break down stereotypes.

MATERIALS NEEDED

Mommies At Work by Eve Merriam, Ask Me What My Mother Does by Katherine Leiner, Daddies - What Do They Do All Day? by Helen Walker Duner, Fathers At Work by Ruth Shaw Radlauer

Gather equipment for these roles:

construction worker: hard hats, saws, hammers

sales clerk: cash register, money, merchandise, price tags

doctor: stethoscope, charts, white coat

clothes maker: sewing machine, patterns, ruler, cloth

fire fighter: fire hat, raincoat, boots, shovel

cook: aprons, pots, pans, spatula, chef's hat

plumber: wrench, pipe, nuts, bolts

DESCRIPTION/DIRECTIONS

The teacher will read from the book selections above. Ask the children to describe what people in a specific occupation are like.

Have the children make up short skits that they think would be typical of the occupations: construction worker, sales clerk, doctor, clothes maker, fire fighter, cook, and plumber. Choose girls to assume "typical" male occupations and boys to assume "typical" female occupations. Ask the children to be as realistic as possible. Discuss whether a person's sex makes any difference in the performance of a job.

PEOPLE OF AMERICA

Skill Area: Neighborhood
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To have the student understand that fingers are necessary for the hand to function efficiently. To show that the way the peoples of America work together is what makes our country great.

MATERIALS NEEDED

4" x 6" pieces of paper in each of the following colors: red, yellow, white, brown and black for each child, scrap pieces of yarn for hair, scissors, glue, marking pens, a set of completed finger puppets, one of each color.

DESCRIPTION/DIRECTIONS

The children are seated in a circle. The teacher leads the discussion as follows: "Look at the fingers on my hands. See how the fingers are necessary for the hands to work efficiently. Fingers have a special job. By working together, the hand is a very useful tool." The teacher could demonstrate gripping, picking up, etc. "If you lost one of the fingers, you would surely miss it. The hand could do its work but not as well." A possible activity would be to tape the thumb down and ask the children to try to open a door, get a drink at the fountain, pick up a pencil. If there is a handicapped child in the classroom, he/she may want to relate his/her experiences and feelings.

"Now let's use our hand(s) to represent America's peoples. Think of the five colors that symbolize the people of America." (As the children name the colors, place the corresponding colored teacher-made puppet on fingers.) "Our country is made up of many peoples of color. There is a beauty and usefulness of all our people living together and working together."

"Let's make our own finger puppets." Pass out materials and demonstrate the puppet-making. Using the five colors, roll the paper into a tube and glue. Roll one end of tube over a pencil forming the head. Tape or glue. Draw faces and clothing with marking pens. Add yarn scraps for hair.

VARIATION

If a handicapped child is in the class, place puppets using fingers on both hands.

EVALUATION

Student participation
Teacher observation

PEOPLE POSTER

Skill Area: Neighborhood
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1-2 days

OBJECTIVE/PURPOSE

To help the student understand that our country is made up of many different peoples.

MATERIALS NEEDED

Large poster with an outline of the United States, including Alaska and Hawaii. Old magazines, National Geographics, scissors, glue.

DESCRIPTION/DIRECTIONS

Have the children cut out pictures of different people and cultures and glue on the outline of the U.S. After the poster is completed, put it up for display and discuss it. Give the poster a title (America, Land of People or We're All Different).

Let the children help in the selection of the name. Ask the children to look around at school and see the beauty of so many different children working and playing together.

EVALUATION

Student observation, discussion, participation

HE'S AND SHE'S

Skill Area: Neighborhood
Grade Level: K-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To expand the student's concept of roles which people play in life.

MATERIALS NEEDED

He Bear, She Bear by Stan and Jan Berenstein, magazines, scissors, glue, paper

DESCRIPTION/DIRECTIONS

The children will be seated in a circle. The teacher will read the book, He Bear, She Bear. The teacher will lead a discussion using the following questions: "What does the word 'he' mean when we use it?" "What does the word 'she' mean when we use it?" "Does it mean only boys can do certain things? Why?" "Does it mean only girls can do certain things? Why?"

The teacher will help the children to create an experience chart listing roles for both sexes. "We can make a list of things the story told us that boys and girls can do. Each person try to think of something to put on the chart."

The teacher will try to help the children generalize that the world is full of things that all people can do. People can do almost anything they want to learn to do, whether they are boys or girls.

Pass out paper and magazines. Encourage the children to cut out and/or draw pictures of some of the things they could do when they are ready for a profession. Display and discuss the posters.

VARIATION

Have child choose 1 profession and think of all the responsibilities within. Example: Firefighter - stop fires, rescue kittens, save drawning, check houses safe from fires, school fire drills, clean equipment.

EVALUATION

Student participation
Teacher observation

STEREOTYPES IN LITERATURE

Skill Area: Neighborhood
Grade Level: 1-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To have the student develop an awareness of sex roles presented in reading books.

MATERIALS NEEDED

A collection of library or reading books, paper, pencil, chalkboard

DESCRIPTION/DIRECTIONS

The children will be seated in a circle. The children will look at the books and will tell the teacher who the main characters are - boys and girls (or male or female young animals). Discuss the meaning of "main character." The teacher will keep a tally on paper or the chalkboard.

Have the children decide what kind of activity the boys or girls are doing in the story.

Follow the same procedures of female and male adults (or female or male adult animals).

Try to help the children draw a conclusion about the kind of representation of males and females found in the books.

VARIATIONS

Could use comic strips from a variety of newspapers.

Could ask the children to help rewrite a story or comic strip which they have found to be stereotyped.

EVALUATION

Teacher observation
Student participation

COLORS OF PEOPLE

Skill Area: Neighborhood
Grade Level: 1-2
Group Size: Classroom
Time Allotment: 1 day

OBJECTIVE/PURPOSE

To have the student understand the symbolic colors of people in contrast to the natural skin colors of people.

MATERIALS NEEDED

Construction paper pieces - red, yellow, black, white and brown

DESCRIPTION/DIRECTIONS

The children will be seated in a circle. The teacher leads the discussion as follows: "Do you know that a person's skin coloring depends on the amount of melanin in the skin? Melanin is the pigment that helps protect the skin from sunburn, provides protection to the nerve endings and blood vessels in the skin. All people have different amounts of melanin in their make-up. People have many shades of natural skin colors. Let's all look at each other's face and see how many colors we can see. How many can see at least 5 colors from the neck up?" (Hair, eyes, veins, lips, etc.)

"Because of the many different shades of skin colors, people have chosen colors to represent themselves. These are the 5 colors and their representative peoples: white, white people, Europeans, etc.; black, black people, Afro-Americans, etc.; yellow, Japanese, Chinese, Korean, Vietnamese, Thais; brown, Chicanos/Mexican Americans, Latinos, Puerto Ricans, Phillipinos, Cubans, Samoans, Hawaiians, etc.; red, Native Americans and Eskimos."

The teacher should hold up one colored piece of paper to represent his/her skin color. "Remember, this is not my real skin color. No person is really this color. It is just a symbolic color for the natural skin color of my people."

EVALUATION

Teacher observation

ELDERLY

Skill Area: Neighborhood
Grade Level: 2
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student be able to identify his/her relationship with the elderly in his/her neighborhood.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Using class discussion the students will talk about experiences with the elderly in their neighborhood.

DIRECTIONS

List some experiences you have had with an elderly friend.

EVALUATION

Each child should be able to describe their experiences or relationship with the elderly.

CHANGING TIMES

Skill Area: Neighborhood
Grade Level: 2
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student explore the concept of change and discuss how change has affected the people who make up your neighborhood.

MATERIALS NEEDED

Paper, pencil, worksheet

DESCRIPTION OF ACTIVITY

Discuss how individual child's family has changed.

Progress to changes in the neighborhood - new people moving in, people leaving.

Before class make up worksheet. Some of the following statements could be used:

1. If I could change one thing about myself I would ____
2. If I could change one thing about my family I would ____
3. One thing I would like to change about school is ____
4. The biggest problem in my neighborhood is ____
5. If I could I would change my neighborhood by ____
6. If I were the mayor I would change things by ____
7. If I could change my name it would be ____

People are always looking for change. This is your Chance.

DIRECTIONS

Discuss the concept of change. Discuss the changes that have occurred around you. Introduce worksheet.

EVALUATION

Each child should be able to see how his/her neighborhood id changing with people of different ethnic groups moving in.

If I could change one thing about myself I would _____

_____

If I could change one thing about my family I would _____

_____

One thing I would most like to change about school is _____

_____

The biggest problem in my neighborhood is _____

_____

If I could I would change my neighborhood _____

_____

If I were the mayor I would change things by _____

_____

If I could change my name it would be _____

_____

People are always looking for change. This is your Chance.

MAKE-UP OF A NEIGHBORHOOD

Skill Area: Neighborhood
Grade Level: 2
Group Size: Large group
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

To have the student be able to identify the people who make up a neighborhood.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Discuss who lives in your neighborhood, elderly, men, women, various cultures.

DIRECTIONS

On your paper list all the people who live in your neighborhood.

May make a table or chart showing what various characteristics people in the neighborhood have in common or those that are unique to certain members in the neighborhood.

EVALUATION

Judge knowledge of people who make up the neighborhood and their ability to identify patterns in information.

HOW NEIGHBORS HELP EACH OTHER

Skill Area: Neighborhood
Grade Level: 2
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student understand that a neighborhood is a group of people who interact and help each other in many ways.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Discuss how neighbors work together. Examples could include:

Elderly teaching the young.
Teens helping elderly.
One family taking care of the children of another.

DIRECTIONS

List all the ways you help your neighbors and how they help you.

EVALUATION

Each child should be able to see and state how neighbors help each other regardless of age or sex.

TYPES OF NEIGHBORHOODS

Skill Area: Neighborhood
Grade Level: 2
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student be able to identify different types of neighborhoods in the community such as elderly housing, ethnic neighborhoods.

MATERIALS NEEDED

Paper, pencil, worksheet

DESCRIPTION OF ACTIVITY

Discuss the different types of neighborhoods in the community. Compare your own neighborhood to others. Discuss the similarities of own to others.

Before class make a shield. Divide the shield into six parts. In each part put one of the following statements:

1. Something I am good at
2. Something I hope to do
3. Family traits (describe the family - what family likes to do)
4. Something I'll always value
5. One thing I like about my neighborhood is
6. Four things I like people to say about my neighborhood

Instead of writing the answers, some children could draw and color pictures.

DIRECTIONS

Discuss the neighborhood you live in. List some good things about your neighborhood. Do worksheet.

EVALUATION

Each child should be able to see all neighborhoods are not alike and describe specific ways which they are alike and different.

HANDICAPPED

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student identify the special needs of the handicapped in his/her community.

MATERIALS NEEDED

Paper, pencil, Anna's Silent World by Bernard Wolf

DESCRIPTION OF ACTIVITY

Discuss different kinds of handicaps. Possibly read a story about a child with a handicap (Helen Keller).

DIRECTIONS

List on your paper special considerations that a community has for handicapped individuals. Ramps for wheel chairs and special parking are examples that could be included.

EVALUATION

Each child should have a better understanding of the term handicap.

ETHNIC HERITAGE

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To make the student aware that his/her community is a mixed ethnic community.

MATERIALS NEEDED

Globe or large world map. (Might also make this into a graph or table.)

DESCRIPTION OF ACTIVITY

Before class discussion each child should know what his/her ethnic heritage is.

DIRECTIONS

On the map or globe have each child place a marker or markers indicating the notion of his/her ethnic heritage.

As an extension make a class graph or table. Compare and identify some of the traditions the families from these cultures have that they still may adhere to.

EVALUATION

Teacher observation.

Each child should be aware of the different ethnic groups that make up their community.

HIDDEN WORD PUZZLE
NATIVE AMERICANS

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student identify the different Native American tribes in the United States.

MATERIALS NEEDED

Paper, pencil, worksheet for each child

DESCRIPTION OF ACTIVITY

Before class make up a word find worksheet listing Native American tribes. The words could be written across, down or diagonally. This list could include Navaho, Pueblo, Pawnee, Plains, Northwest Coast, Cliff Dwellers, Sioux, Creek, Eastern Woodlands, Hopi, Iroquois, Mohawk.

Discuss the different tribes that make up the group of people called Native Americans. Compare it to the different cultures of people who make up your community.

DIRECTIONS

Locate the names of the Native Americans in the puzzle and circle them.

EVALUATION

Teacher can correct or student can correct with self check.

Word Bank

Look for the words across, down or diagonally.

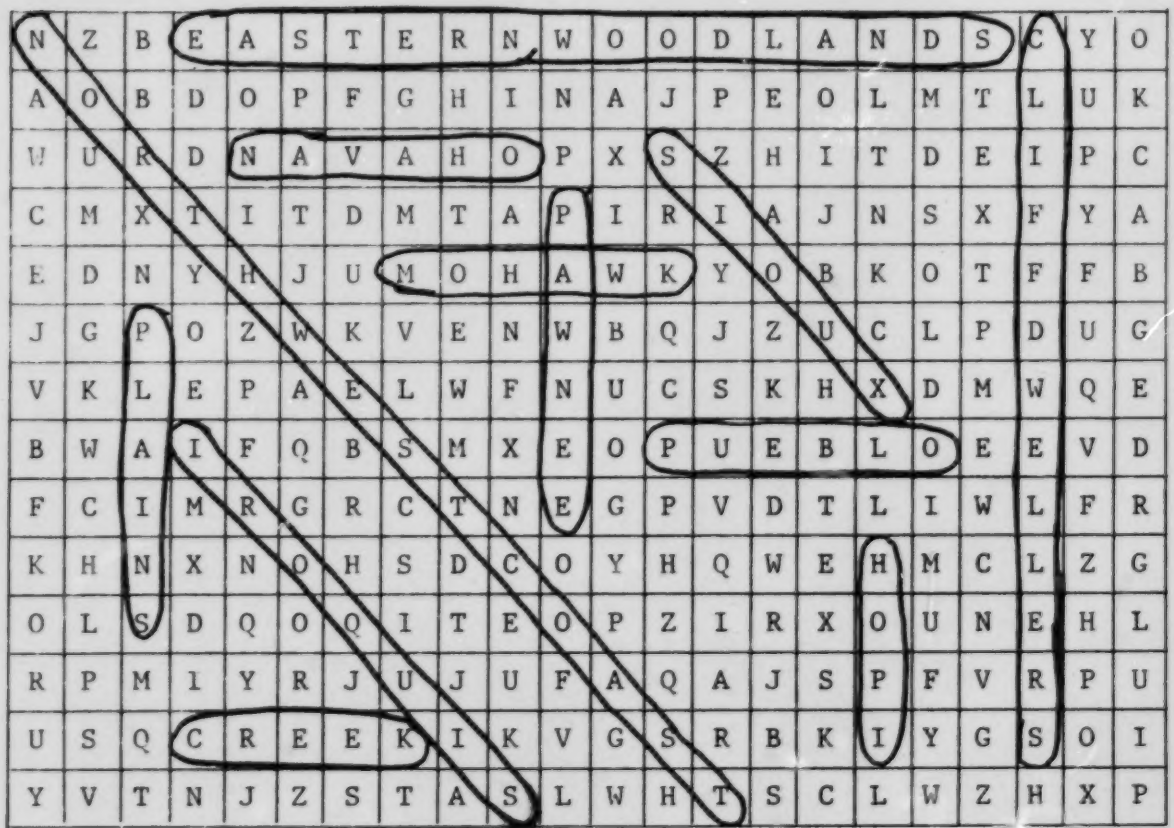
Navaho	Northwest Coast	Eastern Woodlands
Pueblo	Cliff Dwellers	Hopi
Pawnee	Sioux	Iroquois
Plains	Creek	Mohawk

N	Z	B	E	A	S	T	E	R	N	W	O	O	D	L	A	N	D	S	C	Y	O
A	O	B	D	O	P	F	G	H	I	N	A	J	P	E	O	L	M	T	L	U	K
W	U	R	D	N	A	V	A	H	O	P	X	S	Z	H	I	T	D	E	I	P	C
C	M	X	T	I	T	D	M	T	A	P	I	R	I	A	J	N	S	X	F	Y	A
E	D	N	Y	H	J	U	M	O	H	A	W	K	Y	O	B	K	O	T	F	F	B
J	G	P	O	Z	W	K	V	E	N	W	B	Q	J	Z	U	C	L	P	D	U	G
V	K	L	E	P	A	E	L	W	F	N	U	C	S	K	H	X	D	M	W	Q	E
B	W	A	I	F	Q	B	S	M	X	E	O	P	U	E	B	L	O	E	E	V	D
F	C	I	M	R	G	R	C	T	N	E	G	P	V	D	T	L	I	W	L	F	R
K	H	N	X	N	O	H	S	D	C	O	Y	H	Q	W	E	H	M	C	L	Z	G
O	L	S	D	Q	O	Q	I	T	E	O	P	Z	I	R	X	O	U	N	E	H	L
R	P	M	I	Y	R	J	U	J	U	F	A	Q	A	J	S	P	F	V	R	P	U
U	S	Q	C	R	E	E	K	I	K	V	G	S	R	B	K	I	Y	G	S	O	I
Y	V	T	N	J	Z	S	T	A	S	L	W	H	T	S	C	L	W	Z	H	X	P

Word Bank

Look for the words across, down or diagonally.

Navaho	Northwest Coast	Eastern Woodlands
Pueblo	Cliff Dwellers	Hopi
Pawnee	Sioux	Iroquois
Plains	Creek	Mohawk



N	Z	B	E	A	S	T	E	R	N	W	O	O	D	L	A	N	D	S	C	Y	O
A	O	B	D	O	P	F	G	H	I	N	A	J	P	E	O	L	M	T	L	U	K
W	U	R	D	N	A	V	A	H	O	P	X	S	Z	H	I	T	D	E	I	P	C
C	M	X	T	I	T	D	M	T	A	P	I	R	I	A	J	N	S	X	F	Y	A
E	D	N	Y	H	J	U	M	O	H	A	W	K	Y	O	B	K	O	T	F	F	B
J	G	P	O	Z	W	K	V	E	N	W	B	Q	J	Z	U	C	L	P	D	U	G
V	K	L	E	P	A	E	L	W	F	N	U	C	S	K	H	X	D	M	W	Q	E
B	W	A	I	F	Q	B	S	M	X	E	O	P	U	E	B	L	O	E	E	V	D
F	C	I	M	R	G	R	C	T	N	E	G	P	V	D	T	L	I	W	L	F	R
K	H	N	X	N	O	H	S	D	C	O	Y	H	Q	W	E	H	M	C	L	Z	G
O	L	S	D	Q	O	Q	I	T	E	O	P	Z	I	R	X	O	U	N	E	H	L
R	P	M	I	Y	R	J	U	J	U	F	A	Q	A	J	S	P	F	V	R	P	U
U	S	Q	C	R	E	E	K	I	K	V	G	S	R	B	K	I	Y	G	S	O	I
Y	V	T	N	J	Z	S	T	A	S	L	W	H	T	S	C	L	W	Z	H	X	P

CHANGE IN THE COMMUNITY

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 2 class periods

OBJECTIVE/PURPOSE

To have the student understand the concept of change and discuss how change has affected the people who make up your community.

MATERIALS NEEDED

Resource person to discuss the changes that have occurred in the community. This should be after a general discussion of how, as individuals, we change.

DESCRIPTION/DIRECTIONS

Discuss how every individual changes.
Relate this to the community.
Which culture groups are still here?
Discuss people who have lived here.
Discuss people who are now living here.
Discuss the concept of change.
  What were you like before you started school?
  How have you changed since starting school?
List 8 ways you have changed in the last 2 years.
List 2 ways your community has changed.

EVALUATION

Each child should be able to state a way the community has changed in the last few years.

OCCUPATIONS

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

To have the student be able to identify the occupations of the people who live in the community.

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

Discuss the different occupations in the community. Bring out the fact that occupations thought of as traditionally men's or women's are not required to be that way.

DIRECTIONS

List 10 occupations - after listing the occupation write man or woman behind it.

After each child has listed the occupations and who would fill this roll, discuss why they picked a man or a woman to fill this role. Why could both men or women choose this occupation?

EVALUATION

Be able to state that occupations are not traditionally man or woman's.

CULTURES

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student be able to identify the people and groups who make up a community.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Discuss who lives in your community. Start with your immediate family then progress to other members of the community. Discuss the groups they may belong to such as elderly, men, women and various cultures. What role does each group, individually, play in the make-up of the community?

DIRECTIONS

List on your paper all the people you feel make up the community in which you live.

What do some of these people have in common that no one else shares?

EVALUATION

Judge the knowledge of the people who make up the community.

OCCUPATIONS

MAGAZINE CUT-OUT

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student be able to identify the variety of jobs held by various people who live in his/her community.

MATERIALS NEEDED

Magazines or newspapers, scissors, paper, glue

DESCRIPTION OF ACTIVITY

Discuss the variety of jobs held by people in your community. Include jobs held by men, women, handicapped, and members of various culture groups.

Introduce the task. (Could also invite people into the class to talk about the jobs they do.)

DIRECTIONS

Cut out pictures of people at work in towns. Put the pictures into a scrap book.

You may want to alphabetize or categorize by types of jobs the different pictures that were cut out.

Note and discuss the variety of people who do and could hold these jobs.

EVALUATION

Be able to see that it takes many different kinds of people to fill the jobs in a community.

MINORITIES

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 30-60 min.

OBJECTIVE/PURPOSE

The student will understand the problems of belonging to a minority group.

MATERIALS NEEDED

Book to read to the class such as:

Famous American Negroes by Langston Hughes
Adventures of the Negro Cowboy by Philip Durham

DESCRIPTION OF ACTIVITY

Read the story to the class.

Questioning.

DIRECTIONS

Ask questions such as the following: Discuss various groups that make up a community; "What do we mean by minority?; Have you ever been in a minority?; How did you feel?"

EVALUATION

Each child should have contributed to the discussion and have an understanding of the problem.

CULTURAL HOMES

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment:

OBJECTIVE/PURPOSE

To have the student identify the concept that there are a number of different ways in which people of different cultures build their homes.

MATERIALS NEEDED

Board, chalk, pictures of different homes

DESCRIPTION OF ACTIVITY

Discuss the different types of shelter that make up your community. Bring out the fact that not all communities will be alike.

DIRECTIONS

Make a list of the different types of homes on the board, next to each write the culture that might be responsible for that type of home.

For example: adobe - Southwest U.S.
teepee - Plains Indians
igloo - Eskimo
log cabin - Early American
frame home - European

EVALUATION

Understand that shelters will be different and has changed for some cultures.

CAREERS

Skill Area: Communities
Grade Level: 3
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have the student be able to identify the variety of jobs that both men and women can have.

MATERIALS NEEDED

Pencil and paper

DESCRIPTION OF ACTIVITY

Choose an occupation that you might want to be that has been traditionally thought of as a man's or a woman's occupation.

Have books or materials about these careers on hand.

DIRECTIONS

Choose and write about a career you usually think of as belonging to a man or woman. How would you feel having that job? What would it be like for you? Would you be treated any differently? Would this job be difficult for you?

This could be written from the child's point of view and then from the point of view of the opposite sex.

EVALUATION

None

INTERMEDIATE ACTIVITIES

INTERMEDIATE ACTIVITIES

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Iowa Settlements	48
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PIONEER WOMEN

Skill Area: State
Grade Level: 4-6
Group Size: Class
Time Allotment: 2-4 periods
40 min. each

OBJECTIVE/PURPOSE

The student will understand how the women's role has changed from Pioneer times to modern days. They will also see how other members of the family have had their roles changed.

MATERIALS NEEDED

Films: Pioneer Living Series - AEA 7

"Education and Recreation" - 1168
"Home Crafts" - 1171
"Preparing Foods" - 1172
"The Farm" - 1169
"The Home" - 1170

DESCRIPTION OF ACTIVITY

A series of films will be shown on pioneer life and a discussion will be held on how roles have changed.

DIRECTIONS

Show the set of films "Pioneer Living." Discuss the jobs of the woman, the man, and the children in pioneer times. Discuss their jobs in the family today. Compare and contrast the similarities, the differences and discuss what has caused these changes.

EVALUATION

Student interaction

PLAINS AND WOODLAND INDIANS

Skill Area: State
Grade Level: 4-6
Group Size: Class
Time Allotment: 3 periods of 30 min.

OBJECTIVE/PURPOSE

The student will understand how two groups of Native Americans within our state of Iowa had similar and different means to satisfy common human needs and wants.

MATERIALS NEEDED

Movies: "Children of the Plains Indians" - 2551 AEA 7
"Meet the Sioux Indian" - 1164 AEA 7
Hawkeye Adventure, Chapter 8, p. 88-95.
Mimeographed chart

DESCRIPTION OF ACTIVITY

The students will list common needs and wants of all human beings. After listening to two stories and two movies on the Plains Indians and Woodland Indians of Iowa, they will fill out a chart showing how the two cultures use different and alike ways to satisfy their needs.

DIRECTIONS

Ask the students to name some things all human beings need to satisfy their needs and wants. Read Chapter 8, p. 88-95, from Hawkeye Adventures on the Plains Indians (Sioux) and Woodland Indians (Sac and Fox) of Iowa. Also show movies, "Children of the Plains Indians" and "Meet the Sioux Indian." Discuss, compare, and contrast these two native groups by completing chart showing how these groups satisfy their needs in different and similar ways.

VARIATION

The charts could be done individually or in small groups.

EVALUATION

Teacher evaluation of class participation and written assignment.

Plains and Woodland Indians

	Sac and Fox (Woodland)	Sioux (Prairie)
Location		
Homes		
Food		
Clothing		
Government		
Words that describe each tribe		
Family life		

MAP NAMES

Skill Area: State
Grade Level: 4-6
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will understand that various cultural groups contributed much to the history of our country (state). This can be seen by the names on a map.

MATERIALS NEEDED

U.S. map or map of state being studied

DESCRIPTION/DIRECTIONS

Place map so it is in view of all students. Examine the names on the map. How many are definitely Spanish, French, etc.? Talk about how one can tell if a name is Spanish. For example: San, Santa. Does this mean these areas have Spanish speaking people? Why do the names on the map reflect the history of the area? Discuss.

This could also be done showing Native Americans' influence. Look for Indian names on the map.

EVALUATION

Teacher evaluation
Student interaction

COMMUNITY VALUES

Skill Area: State
Grade Level: 4-6
Group Size: Class
Time Allotment: 45-50 min.

OBJECTIVE/PURPOSE

The students will understand that the values of various communities are reflected in their lifestyle and in their contributions to society.

MATERIALS NEEDED

Filmstrip, "The Amana Colonies" - 6282A, AEA 7

DESCRIPTION OF ACTIVITY

After viewing a filmstrip on the Amana Colonies, a discussion of the values of this group of people and how those values affect their lifestyle.

DIRECTIONS

Show the filmstrip, "The Amana Colonies." Discuss the lifestyle of the people living in the Amana Colonies. Discuss how this lifestyle reflects the values of the people. What are the values of the Amana society? Why have these people been able to keep and maintain these values? How are the people of the Amana Colonies different or similar from us living in ____? What contributions have the Amana society made to their area?

Vocabulary: self-sufficient, enclave

EVALUATION

Teacher evaluation of student participation.

"IOWA INDIAN CHIEFS"

Skill Area: State
Grade Level: 5
Group Size: Class
Time Allotment:

OBJECTIVE/PURPOSE

The students will become more familiar with the contributions of Iowa Indian chiefs.

MATERIALS NEEDED

Chart, pencil, reference books

DESCRIPTION OF ACTIVITY

The students will use reference books to record one or two significant facts about Iowa Indian chiefs.

EVALUATION

Completed charts

IOWA CHIEFS	TRIBE	WHY HE IS REMEMBERED
Black Hawk		
Keokuk		
Wapello		
Winneshiek		
Mahaska		
Appanoose		
Poweshiek		

"IOWA SETTLEMENTS"

Skill Area: State
Grade Level: 5
Group Size: Class
Time Allotment:

OBJECTIVE/PURPOSE

To increase the student's awareness of the effects various cultural backgrounds have had on Iowa.

MATERIALS NEEDED

Chart, Iowa reference books, encyclopedias, pencil

DESCRIPTION OF ACTIVITY/DIRECTIONS

The students will research information about specific Iowa settlers.

Discuss with the class how to use the reference books and record the data.

EVALUATION

Class discussion and finished charts.

GROUP	IOWA SETTLEMENT	CONTRIBUTIONS TO IOWA LIFE
Dutch (Holland)	Pella	
Germans	Guttenberg, Amana Colonies	
Norwegians	Decorah	
Danes (Denmark)	Cedar Falls	
Irish	Emmetsburg	
Swedes	Stanton	
English	Le Mars	
Bohemians (Czech.)	Cedar Rapids	
Amish (Germany/Switz.)	Kalona, Hazleton	

"IOWA TIMELINE"

Skill Area: State
Grade Level: 5
Group Size: Class
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

The student will be able to place the involvement of culture groups on Iowa's growth in sequence.

MATERIALS NEEDED

Worksheet, pencil, Iowa textbooks

DESCRIPTION/DIRECTIONS

After a study of Iowa, students will use textbooks to correctly number the sequence of events. Examples:

___ Danes settle St. Ansgar
___ The Quakers aid the Underground Railroad
___ The Amish settle Amana
___ Dutch settle Pella
___ The Winnebagoes move to Iowa
___ Black Hawk War
___ The Mormons cross Iowa
___ French discover Iowa
___ Sauk and Fox make their first cession of land
___ The Sioux move to Iowa
___ Sioux move to Dakota Territory
___ Spirit Lake Massacre
___ Pottawattamies move to Kansas
___ Spanish land grants
___ British family purchases 30,000 acres in N.W. Iowa
___ Antonin Dvorak in Spillville
___ Mound Builders

EVALUATION

The students should have correctly completed the sequence worksheet.

FAMILY WORK HISTORY

Skill Area: State
Grade Level: 5-6
Group Size: Class
Time Allotment: 3 class periods

OBJECTIVE/PURPOSE

The student will examine and compare the working roles of men and women and be aware of the variety of options.

MATERIALS NEEDED

Chart of a family tree, pencil

DESCRIPTION OF ACTIVITY

The students will fill out a family tree, listing names and occupations. (Students will need to interview their parents.)

DIRECTIONS

The student will fill out a chart with the names of his/her parents, grandparents, and great-grandparents. Under their names, the student should write various jobs that that person held.

The student should have completed his/her family chart as much as possible.

Discussion: Compare any changes in the working roles of the men in the family; of the women. Discuss reasons why women are employed more outside of their homes.

COMMUNITY ETHNIC GROUPS

Skill Area: State
Grade Level: 5-6
Group Size: Class/small group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

This activity is to help students realize that there are institutions and organizations within their own community (or any given community) concerned with ethnic identity and problems.

MATERIALS NEEDED

Telephone directories from various cities, pencil, paper

DESCRIPTION OF ACTIVITY

Telephone directories will be used to identify ethnic groups within a community.

DIRECTIONS

Discuss what an ethnic group is. Pass out telephone directories to groups of two or three students. Check the restaurant section, organization sections, etc. Jot down names of restaurants, clubs, etc. which are ethnic group related. Compare lists. Discuss: What ethnic group has the largest number? What foods are served more than others from these ads? Are these foods representative of ethnic groups? What guesses can you make about ethnic groups in the community from these phone books?

(Extension: Could be done with churches. You could go through the white pages for names associated with a particular ethnic group.)

EVALUATION

Teacher observation

ANCESTOR SEARCH

Skill Area: State/Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 3-5 periods of 30 min. each

OBJECTIVE/PURPOSE

The student will recognize that our ancestors represent many ethnic groups in our country. They will also find that each ethnic group made contributions to our society.

MATERIALS NEEDED

Chalkboard, note to send home, A Nation of Immigrants by John F. Kennedy, In America Series by Terner Publishing Co., Minneapolis, Minnesota, globe or world map.

DESCRIPTION OF ACTIVITY

The students national ancestral groups will be identified and located on a map. After doing some research, a chart will be made identifying contributions made by these groups.

DIRECTIONS

Have the children take a note home to find which ethnic groups are represented in their background. Make a chart showing the class categories. Discuss how one class can represent many nations. Locate these places on the globe or map. Discuss these nations. Using the photographs from the book A Nation of Immigrants by John F. Kennedy, tell about some of the great immigrants. Point out reasons why they came, how they came, and where they settled in America. Divide into groups. Using In America Series by Terner Publishing Co. (these 26 books are on American ethnic groups), have each group list famous ethnic Americans and their contributions. Share the lists and compile a class chart. Discuss and point out how our ancestors come from many lands and all contribute to American life.

VARIATION

Make a retrieval chart (attached) showing contributions, foods, language, where settled, etc. for each ancestral group.

EVALUATION

Teacher observation and evaluation of group participation and lists.

Dear Parents,

We are discussing our ancestors as part of a social studies unit at school. It would be greatly appreciated if you would help your child complete this form and return it to school. Thank you.

My ancestors came from these countries: (Please check only those represented as a major portion of your heritage.)

_____ German	_____ Russian
_____ Italian	_____ Chinese
_____ Swedish	_____ Japanese
_____ Danish	_____ Vietnamese
_____ French	_____ Korean
_____ English	_____ Filopino
_____ Irish	_____ African
_____ Welsh	_____ Portuguese
_____ Mexican	_____ Cuban
_____ Spanish	_____ Greek
_____ Indian	_____ Other

Country	Contribution	Food	Language	Where Settled
Germans				
French				
Russian				
English				
Chinese				

"INDIAN CHIEFS"

Skill Area: Nation/State
Grade Level: 4-6
Group Size: Class
Time Allotment: 2 class periods

OBJECTIVE/PURPOSE

To have the student become more familiar with Native American leaders and their ways of life.

MATERIALS NEEDED

Encyclopedias, books about Indians, pencil, paper

INTRODUCTION OF ACTIVITY

Tell the students that the Native American Chiefs of America (or Iowa) had to earn their positions. They had to earn the respect of their tribe in order to be obeyed. The chiefs tried to be the bravest and the smartest in order to become the leader.

DIRECTIONS

Students choose a Native American Chief to research. They should record information about the Chief's tribe, his life, and why he is remembered.

Possible chiefs to research: Powhatan, Chief Philip, Cornplanter, Crazy Horse, Geronimo, Osceola, Tecumseh, Black Hawk, Red Cloud, Sitting Bull, and Chief Joseph.

EVALUATION

Students will orally share an interesting fact about a chief, his tribe, and why he is remembered.

Class discussion: What qualifications and characteristics do we look for in our government leaders today?

ROLES PEOPLE FILL

Skill Area: Nation
Grade Level: 4-5
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To help students understand the concept of a stereotype.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

The students are to fill out a survey and discuss their reasons for marking items as they did.

DIRECTIONS

The students are to mark the chart according to their attitudes.

EVALUATION

The teacher evaluates the discussion.

Roles People Fill

Place an M in front of the items that you think should be the jobs of males and an F in front of the items that should be female jobs. Write MF in front of those that both could do.

Circle your own sex: M F

1. _____ taking care of children
2. _____ being doctors
3. _____ teaching children
4. _____ earning money for the family
5. _____ making laws for the country
6. _____ driving the car on family trips
7. _____ cleaning the home
8. _____ deciding where the family will live
9. _____ building homes
10. _____ building roads
11. _____ running businesses
12. _____ making house repairs
13. _____ being on the police force
14. _____ helping people with problems
15. _____ settling problems
16. _____ serving in the military

EFFECTS OF STEREOTYPING

Skill Area: Nation
Grade Level: 4-5
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To help students examine their own actions to be aware how they may be affected by stereotyping.

MATERIALS NEEDED

Survey from The Prejudice Book by David A. Shiman, The Anti Defamation League of B'nai B'rith, 1979 (p. 102), pencil.

DESCRIPTION OF ACTIVITY

The students will fill out an attitudinal survey and discuss their opinions.

DIRECTIONS

Ask students to identify ways in which being a boy or girl has caused them to act in a certain way or has caused them to be treated in a certain way.

EVALUATION

The teacher evaluates the class discussion.

TOWNS AND CITIES IN THE MIDWEST WITH INDIAN NAMES

Skill Area: Nation
Grade Level: 4-5
Group Size: Class
Time Allotment: 45 min.

OBJECTIVE/PURPOSE

To increase student awareness of the number of towns and cities that have Indian names.

MATERIALS NEEDED

Atlases, paper, pencil

DESCRIPTION OF ACTIVITY

Discuss sources of information and ways to determine if a town's name has an Indian origin. Students will use atlases to make a list.

DIRECTIONS

Students write a list of towns and cities with Indian names and their states. If possible, they should find out the meanings of the names. Examples of Indian names: Keokuk, Iowa; Cherokee, Iowa; Omaha, Nebraska; Chicago, Illinois.

The class will discuss the town and city names that they discovered that have an Indian background. Have one student record a compilation of the towns and cities and their states.

EVALUATION

HALL OF FAME

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 3 class periods

OBJECTIVE/PURPOSE

To increase students' awareness of women in history and the present.

MATERIALS NEEDED

Encyclopedias, biographies, paper, pencil

DESCRIPTION OF ACTIVITY

Students will record information on the life of a woman and why she is known or remembered.

Possible topics: Eleanor Roosevelt, Marian Anderson, Anne Hutchinson, Elizabeth Blackwell, Clara Barton, Helen Keller, Jane Addams, Beverly Sills, Barbara Walters, Joan Ganz Cooney, Molly Pitcher, Harriet Tubman, Susan B. Anthony, Dorothea Dix, Amelia Earhart, Louisa May Alcott, Marie Curie, Sandra Day O'Connor, Pocahontas, Chris Everett Lloyd, Dorothy Hamill, Barbara Jordan, Judy Blume, Sojourner, Truth, Abigail Adams, Babe Didrikson, Maria Tallchief, etc.

DIRECTIONS

The students will research and take notes about the life of a woman. They will write a one-page biography. The teacher will proofread and correct the student's notes. The student will recopy his/her report. The reports and any appropriate artifacts could be used in a hallway display, especially during National Women's Week in March.

EVALUATION

LABELING

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will become aware of labels we use for other people and ourselves. They will also become aware of how labels make them feel and that everyone has several different labels put on them.

MATERIALS NEEDED

Mimeographed checklist of labels

DESCRIPTION OF ACTIVITY

Each student will identify labels used for them. Discussion of labels and feelings.

DIRECTIONS

Hand out checklist of labels. Have the students check those labels which they feel are used for them. Discuss any other labels which are put on them. Ask which labels they prefer. Ask what it means to refer to someone with a label. Discuss their feelings when labels are used for them.

EVALUATION

Teacher observation of group participation and student interaction.

Labeling

Check those labels people use for you.

_____ American	_____ Mexican American
_____ Catholic	_____ Chicano
_____ Oriental	_____ Hispanic
_____ Native American	_____ Spanish American
_____ Protestant	_____ Irish American
_____ Jewish	_____ My name
_____ teen	_____ human being
_____ male	_____ Chinese
_____ female	_____ Asian
_____ student	_____ Indian
_____ athlete	_____ musician
_____ Black	_____ White

List any other labels you have had used for you:

MOVING - REASONS AND PROBLEMS

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 40-45 min.

OBJECTIVE/PURPOSE

The student will understand some of the problems immigrating families have and will be able to define the term "immigration." They will be able to list some reasons as to why people move.

MATERIALS NEEDED

Chalkboard, world map, "The Wong Family" from Teaching Strategies for Ethnic Studies by James Banks, Allyn and Bacon, 1975, p. 352.

DESCRIPTION OF ACTIVITY

Discuss reasons for moving. Read the story about the Wong family and discuss their reasons and problems.

DIRECTIONS

Ask if any of the students have ever moved from one part of a city to another, one city to another, one state to another, or one country to another. Discuss and record on the board their reasons for moving (new job, bigger house, closer to relatives). Discuss immigrating as people moving from nation to nation. Ask if they have ever known a family who has immigrated. Discuss how our country is made up of immigrants. Use a world map. Read story about the Wong family who moved to the U.S. from China, but before reading the story discuss some possible reasons the Wong's might have had for moving to America. Bring out that people move from city to city, state to state, and nation to nation for some of the same reasons. Read the story and discuss the questions at the end. Summarize reasons for moving and problems facing the Wong's. Discuss if any of these problems were the same problems the students had when they moved.

EVALUATION

Group participation will be observed. Written evaluation could include making a list of reasons some people move and a list of problems immigrants may encounter.

LEAVING HOME

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 45-50 min.

OBJECTIVE/PURPOSE

The student will understand some of the reasons why people leave their home country to seek the freedoms of our country.

MATERIALS NEEDED

Mimeographed stories The Pina Family and The Reyes Family taken from Teaching Strategies for Ethnic Studies by James A. Banks, Allyn and Bacon, Inc., Boston, 1975, p. 431 and p. 433.

DESCRIPTION OF ACTIVITY

After listening to two stories about families who seek freedom and exile their country, students will discuss why people leave their homes to start a new life in America.

DIRECTIONS

Divide your class into small groups. Tell them your family has been forced to move to a country with different customs and language. Each is allowed to take only a small bundle of clothes. All other possessions are left behind. Discuss what your life may be like in this new place. What clothing would you take with you? What adjustments would you have to make? Read the story, The Pina Family. Discuss the questions at the end. Read the story, The Reyes Family. Discuss the questions at the end. Also discuss: How would you feel when you reached America if you were a member of one of these families? Would you have left your home and belongings?

EVALUATION

Teacher evaluation of group discussions.

COLOR MASKS

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 45 min.

OBJECTIVE/PURPOSE

The student will understand what it's like to be a member of a minority group. They will become aware of their feelings.

MATERIALS NEEDED

Construction paper, markers, scissors, candy

DESCRIPTION/DIRECTIONS

Have students make masks out of red, blue, or green construction paper which you have distributed arbitrarily. There should be more green than red or blue. Cut slits for eyes, ears, nose, and mouth. Divide the students into groups according to color of masks. Create a simulation game where each color is assigned a specific part of the room. Explain that the Blues are good - the best in the class, so they get a piece of candy and can do anything they want. The Greens are hard workers so they get three pages of math to keep them busy. The Reds are awful. They are so bad, I don't even want to talk to them, so they are to sit still and keep quiet. Game begins. Talk to Blues, give them candy, let them play games. After 15-30 minutes with masks on, discuss how Reds and Greens feel. Try to relate the experience to real life. Are there groups that "have" while others "have not," or groups that are considered "better" while others are "put down?" Which group would you rather belong to? Why? How can groups become more equal?

VARIATION

Have the students rotate or take turns being a member of two or more groups.

EVALUATION

Teacher evaluation

LIKE ME

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 45 min.

OBJECTIVE/PURPOSE

The student will have an increased understanding of what it is like to be a member of another race.

MATERIALS NEEDED

Black Like Me by John Howard Griffin, paper, pencil

DESCRIPTION/DIRECTIONS

Ask the students what they think it would be like to be a person with another color of skin (Black American, Asian American, Mexican American, or Native American). Explain that John Howard Griffin wanted to know what it would be like, so he deliberately took drugs that darkened his skin. He shaved his head so people would think he was Black. He then went into the southern states to experience what it would be like to be a black man in our country. He then wrote a book about his experiences, Black Like Me. Describe some of his experiences to them. Ask the class to imagine themselves in the same type of situation for one day. Remember the person inside the skin is still the same, but how others react to him has changed. A discussion could be held or an essay written.

EVALUATION

Teacher evaluation of student interaction or student papers.

VIETNAMESE

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 45 min. +

OBJECTIVE/PURPOSE

The student will understand the feelings of the Vietnamese people as they moved to America and adjusted to our culture.

MATERIALS NEEDED

Guest Vietnamese people to visit school, map of world

DESCRIPTION/DIRECTIONS

Some of the most recent groups of people to immigrate to America are the Vietnamese refugees as a result of the Vietnam War. Invite a Vietnamese family to visit school and bring artifacts from their homeland. Have them share their experiences of coming to a new country, their problems, impressions, and feelings. Use a map to locate their native land.

Later, discuss their experiences with the class. Ask what some of the problems of adjusting were. How would they have felt leaving their homeland? Were there any special problems or advantages the Vietnamese people faced simply because they were from a country our country recently fought a war in?

EVALUATION

Student interaction

MULTICULTURAL CALENDAR

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 5-30 min. period daily

OBJECTIVE/PURPOSE

The student will become aware of many people in different ethnic groups and of their contributions to our society.

MATERIALS NEEDED

Multicultural calendar from Multicultural Teaching: A Handbook of Activities, Information, and Resources by Pamela L. and Iris M. Tiedt, Allyn and Bacon, 1979.

DESCRIPTION/DIRECTIONS

One way to teach and to use multicultural and non-sexist ideas is to simply introduce children to people from many ethnic groups. There are numerous events in our country's history which can inform students of our nation's multiethnic heritage. A multicultural calendar has been prepared which could be used as a daily topic of study within a classroom. Numerous activities could be developed around those special events which would help develop a multicultural approach. For example: Find out about people mentioned on the calendar; celebrate some of the holidays; discuss some of the historical dates; do research reports on people/events; locate native lands of the people mentioned.

EVALUATION

Teacher evaluation
Student participation

IDEAL AMERICAN

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 2 periods
30 min. each

OBJECTIVE/PURPOSE

The student will understand that many different kinds of people make up America and that it's very difficult to define what an American is.

MATERIALS NEEDED

Poster paper, crayons or markers

DESCRIPTION/DIRECTIONS

Discuss what an ideal American might be. What do we mean by ideal? What is an American? Have each student draw a picture of or find a magazine picture or photograph of what they think is an ideal American. Supply information about their ideal American. Information may include age, sex, religion, address, race, occupation, economic class, marital status, number of children, years of schooling, and hobbies. You might also have them list ten qualities which make this person an ideal American.

Share and discuss.

VARIATION

The students may do this in small groups and then compare and discuss their results with those of other small groups.

EVALUATION

Student interaction

BLACK HISTORY WEEK

Skill Area: Nation
Grade Level: 4-6
Group Size: Class
Time Allotment: 30 min. +

OBJECTIVE/PURPOSE

The student will become aware of Black History Week, what it is, how it was started, etc. The student will also become aware of some of the many contributions Blacks have made in our society.

MATERIALS NEEDED

Worksheet found in Multicultural Teaching: A Handbook of Activities, Information, and Resources, Tiedt and Tiedt, Allyn and Bacon, 1979.

Assorted books for resources: From Lew Alcindor to Kareem Abdul Jabbar by James Haskins Lothrop, 1972; Frederick Douglass: Slave-Fighter - Freeman by Arna Bontemps, Knopf, 1959; W. E. D. DuBois; A Biography by Virginia Hamilton, Crowell, 1972.

A list of materials from: Assoc. for the Study of Negro Life and History, 1538 Ninth Street N.W., Washington, DC 20001.

DESCRIPTION/DIRECTIONS

Black History Week is the week in February that includes Abraham Lincoln and Frederick Douglass' birthdays. It was first celebrated in 1926 when the Assoc. for the Study of Negro Life and History, founded by black historian, Carter G. Woodson, sponsored its observation. The week could be discussed as a class, along with a variety of resources brought in about Blacks. Each student could be given the attached worksheet, "Celebrating Black Americans" and a chance to use the resources to find the answers. Contributions of these Blacks should be discussed when the worksheet is completed.

EVALUATION

Teacher evaluation
Student written answers

CULTURAL INVENTORY

Skill Area: Nation
Grade Level: 5-6
Group Size: Class
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To have students be aware of their perceptions of such cultural groups as Asians, Native Americans, blacks, Hispanics, etc.

MATERIALS NEEDED

Checklist inventory from Teaching The Black Experience, James A. Banks, Fearon Publishers, 1970, p. 20. Pencil.

DESCRIPTION OF ACTIVITY

The students will complete the inventory for selected cultural groups and their characteristics as they perceive them.

DIRECTIONS

Have students fill out the checklist. Perhaps the teacher would want the students to fill out the various portions at different times. The class could discuss where they think they got these attitudes.

EVALUATION

Teacher evaluates

DISABILITY ACCEPTANCE SCALE

Skill Area: Nation
Grade Level: 5-6
Group Size: Class
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To help students become aware of their own level of acceptance of different disability groups.

MATERIALS NEEDED

Scale found in The Prejudice Book, David A. Shiman, Anti-Defamation League of B'nai B'rith, 1979, p. 127. Pencil.

DESCRIPTION OF ACTIVITY

The students are to mark a scale according to their attitudes and discuss the reasons for their answers.

DIRECTIONS

The students are to mark the scale according to their attitudes.

EVALUATION

The teacher evaluates the discussion.

TELEVISION CHECKLIST

Skill Area: Nation
Grade Level: 5-6
Group Size: Class
Time Allotment: 1 week

OBJECTIVE/PURPOSE

To increase student awareness as to how sexes and races are portrayed on television programs.

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

The student will choose a television program to watch and fill out an observation checklist. The checklist could include such things as identity of heroes, villains, how problems are solved, and occupations held by sex and race.

DIRECTIONS

The students are to mark tallies in the appropriate columns during a television program. Discussion: How were the different groups (sex, race) portrayed? How do you think you would feel if you were a member of a group that was negatively portrayed? Do you think television influences your opinions about people?

EVALUATION

Discuss the students' findings.

COMPARING NATIVE CULTURES

Skill Area: Nation
Grade Level: 5-6
Group Size: Class
Time Allotment: 5-7 periods of 40 min. each

OBJECTIVE/PURPOSE

The student will understand that native American cultures used both different and similar means to satisfy common human needs and wants.

MATERIALS NEEDED

Chalkboard, Indians of Yesterday by Marion E. Gridley, Great Indian Tribes by Daniel Jacobson. Movie, "The American Indian Speaks" - AEA 7 Media #3403. Any other resources on Native Indian cultures.

DESCRIPTION OF ACTIVITY

The students are asked to list needs and wants of all human beings. Four native American cultures will be examined to see how these groups satisfy these needs and wants in similar and different ways.

DIRECTIONS

Ask the students to name some things they think all human beings need in order to survive and satisfy their human wants. Make a list of these responses and group them into categories, such as food, clothing, shelter, government, family, religion. Discuss ways we satisfy these needs today in our society.

Introduce four different Indian cultures to the class. This could be done one at a time with the class or divide the class into four groups and have each group research one culture. Use the categories of food, clothing, etc. that the class came up with as guidelines. Share your groups findings with the class. Four possible Indian cultures to use are: (1) Iroquois (S.E.), (2) Haida (N.W.), (3) Hopi (S.W.), (4) Pomo (Calif.). As a class compare and contrast these four groups. Make a large chart on the board to do so.

To further compare and contrast native cultures show the film "The American Indian Speaks." This film presents case studies of Muskogee, Creek, Sioux, and Nisqually tribes. Discuss ways they are alike or different.

EVALUATION

Teacher observation of group participation. Written means to test knowledge of similarities and differences of native cultures, if desired.

WOMAN OF THE YEAR: SANDRA DAY O'CONNOR

Skill Area: Nation
Grade Level: 5-8
Group Size: 1-2
Time Allotment: 2 weeks

OBJECTIVE/PURPOSE

The student will become more aware of a significant woman whose decisions will help govern our lives.

MATERIALS NEEDED

September and October, 1981, issues of news magazines, paper, pencil.

DESCRIPTION OF ACTIVITY

The student will research the family background, education, and job experiences of new Supreme Court member, Mrs. O'Connor.

DIRECTIONS

The student should read about Mrs. O'Connor's life. He/she should decide on the main areas of her life and take notes. The teacher should proofread the notes before the student writes the final report.

The student will make an oral class presentation on Sandra Day O'Connor's life.

Class discussion: (1) Discuss the advantages and disadvantages of being the only woman on the Supreme Court; (2) Why was it so unlikely that a woman could have been appointed to the Supreme Court only twenty to thirty years ago?

EVALUATION

TELEVISION QUESTIONNAIRE

Skill Area: Nation
Grade Level: 6
Group Size: Class
Time Allotment: 1 week

OBJECTIVE/PURPOSE

To help students identify stereotypes presented in the media.

MATERIALS NEEDED

Television, pencil, paper

DESCRIPTION OF ACTIVITY

Students will construct a questionnaire and choose a television program to watch and fill out the questionnaire on what they observe.

As a class have the students construct a questionnaire for use in evaluating a television program. It could include such things as occupations, personality traits, and who does and does not seek help. This information could be recorded for each character and characters compared by age/sex.

DIRECTIONS

The students are to fill out a questionnaire after viewing a television program.

EVALUATION

Discuss the students' surveys and whether the results were what they expected to find.

JUNIOR HIGH ACTIVITIES

JUNIOR HIGH ACTIVITIES

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WOMEN IN PUBLIC OFFICE

Skill Area: State
Grade Level: 7-8
Group Size: 1 student
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

The students will understand how the role of women in state government has changed in the last two decades.

MATERIALS NEEDED

The Official Iowa Register, 1960 and 1980

DESCRIPTION OF ACTIVITY

A selected student should count the number of women in state public office in 1960 and 1980. Areas to count would be the Iowa Supreme Court justices, district court judges, representatives and senators in the General Assembly, and representatives and senators in Congress.

DIRECTIONS

Have student construct a graph for each public office and for total number of women officeholders for the period of time. After the student has tabulated his/her findings, it will be presented to the class. Conduct a discussion focusing on the patterns evident in the information and consider possible reasons for those patterns.

Follow-up study: Conduct a discussion on the changing role of women in all walks of life with each student choosing an area of work or occupations.

EVALUATION

The teacher will check for accuracy.

CITIES AND TOWNS OF IOWA

Skill Area: State
Grade Level: 7-8
Group Size: 20-30 students
Time Allotment: 40-50 min.

OBJECTIVE/PURPOSE

The students will identify the origin of the names of some of Iowa's cities and towns.

MATERIALS NEEDED

Worksheet

DESCRIPTION/DIRECTIONS

Distribute the worksheet to the class. Inform the students that the scrambled letters are the names of selected Iowa communities that bear Native American or foreign names. The students are to unscramble the letters to form each community's name.

VARIATION

Could be constructed as a research activity where students are given only the names or the meaning of the name.

EVALUATION

The teacher checks for accuracy.

1. Is an Indian word for "Big House"

(Titonka)

O A N K T I T

2. Named for the wife of a Fox chief who discovered the lead deposits near Dubuque

(Poesta)

S P E O A T

3. Named for the river in a Scottish song

(Afton)

N O T F A

4. This is an Indian word meaning "where the corn grows"

(Mondamin)

D M N O N M I A

5. Named for a prominent Indian tribe in Iowa

(Sac City)

C A S Y C I T

6. This community carries the name of a prominent chief of the Winnebago tribe

(Waukon)

N O W A U K

7. Its name is the first letter of the Greek alphabet

(Alpha)

A L A H P

8. Its Indian name is an abbreviation for the Nishnobotna River that flows through the community

(Botna)

O A N T B

9. It was named for a province in Germany from which many settlers emigrated

(Westphalia)

H E A P A W L T I S

10. Named for a Swiss reformer

(Zwingle)

I W L G E Z N

11. Named after a famous university in England

(Oxford)

__ __ __ __ __ __

O O D X F R

12. Probably named after a town in Scotland

(Ayrshire)

__ __ __ __ __ __ __ __

H E A I Y S R R

13. Derived from the Latin word meaning "I grow"

(Cresco)

__ __ __ __ __ __

O R C C E S

14. Bears the name of a famous German scientist

(Humboldt)

__ __ __ __ __ __ __ __

M T U D B O H L

15. A spanish word meaning "snow covered land"

(Nevada)

__ __ __ __ __ __

A N A D V E

16. Received its name from a town in England

(Alton)

__ __ __ __ __

N A O L T

17. Named after a respected German pioneer and farmer

(Oelwein)

__ __ __ __ __ __ __

E W I N E L O

18. Bears the name of an Irish statesperson who came to America to plead the cause of his country's poor peasants

(Parnell)

__ __ __ __ __ __ __

A P L E L R N

19. Named after the celebrated Dutch painter

(Rembrandt)

__ __ __ __ __ __ __ __ __

B T D R N M A R E

20. Named after a Norwegian saint

(St. Ansgar)

__ __ __ __ __ __ __ __

T S G R A N S A

STEREOTYPE - PREJUDICE

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: 1 period

OBJECTIVE/PURPOSE

To increase the students understanding of stereotypes.

MATERIALS NEEDED

Reading: Stereotypes or "You Kids Are All Alike"
What is a Minority - Junior Scholastic, April 4, 1974.

DESCRIPTION OF ACTIVITY

Two readings which lead to a good classroom description of stereotype/prejudice.

DIRECTIONS

Teacher briefly introduces stereotyping. Then have students read article answering the questions as they go. Then discuss as a class.

EVALUATION

None

*NOTE: A good follow-up to this would be to show the film: Bill Cosby - On Prejudice, available from AEA 7.

ANCESTORS

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: Outside class activity

OBJECTIVE/PURPOSE

To bring about an awareness and appreciation of ancestors. To have students communicate with grandparents. To understand a little of the process involved in tracing one's "roots."

MATERIALS NEEDED

Ancestor Chart available from: Everton Publishers, Inc., P.O. Box 506, Logan, Utah.

Handout: How To Find Your Roots

DESCRIPTION OF ACTIVITY

Completion of genealogy chart as far back as the student is able to go with available information at home.

DIRECTIONS

Hand out ancestor chart and explain to students where to obtain information to fill out the chart (parents, grandparents, relatives, diaries, family bibles, courthouse records, Mormons, etc.). Discuss the kind of information they find out about their families during their search. Allow students the option to share/not share information about their families traditions.

EVALUATION

*NOTE: Results can be shared with other students or nationalities plotted on a chart.

HOW TO FIND YOUR ROOTS (Aid for Family Tree)

Science of GENEALOGY

A. Search the Home (names and mini-histories of any relative)

1. Use desk drawers, attics, aged aunts, to get diaries, scrapbooks, momentos, etc.

B. Form letters to all known relatives

1. Ask for biographies, dates, reminiscences.

C. Visiting Family's Hometowns

1. The 4-C's:

a. Court records (list of land-grant statistics)
b. Church records (marital, baptismal, death records)
c. Cemeteries (provides names, dates, family ties)
d. Civil records (lists of immigrants)

2. Walk streets, visit stores and chat with town clerk.

D. The Sources - (genealogical collections and books)

1. The National Archives in Washington, D.C.

a. Census records from 1790-1900, plus military records, etc.

2. The Library of Congress Annex in Washington, D.C.

a. 30,000 volumes arranged by family name.

3. The Latterday Saints Library in Salt Lake City, Utah

a. World's largest genealogy library with government, census, and church records on 60 million Mormons and non-Mormons.

4. The Newberry Library in Chicago

a. 15,000 genealogical volumes, concentrating on the Midwest.

5. The Ft. Wayne, Indiana Public Library

a. 100,000 Midwest genealogy records.

E. Books

1. Finding Your Roots, Jean Westin, $8.95

a. How to trace their ancestors at home and abroad

2. The Handy Book for Genealogists, Everton, $10.00

a. A state by state summary of genealogical statistics with maps and records.

IMMIGRATION

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: 1 period

OBJECTIVE/PURPOSE

The student will be aware of the process of becoming a citizen.

MATERIALS NEEDED

Naturalization

DESCRIPTION OF ACTIVITY

Can be used as an introduction to the unit on immigration.

DIRECTIONS

Pass out reading of naturalization process and discuss with students. Class Discussion: What changes and does not change when a person becomes a citizen. Use current groups of immigrants as well as historical ones as part of your discussion focus.

EVALUATION

Construct a short test for this discussion on the steps in naturalization.

NATURALIZATION

Defined: the legal process by which a person changes his citizenship from one country to another.

United States: Rights of a Naturalized citizen -

A. Full rights of any citizen - voting, military, education, etc.
B. Cannot be elected President or Vice-President.
C. Might not get foreign protection if travels to original birth place and has a record of some sort which he violated.

Procedure for Naturalization:

A. Petition for Naturalization
   1. must be 18
   2. must have lived here 5 years (U.S.)
   3. must have lived in the state 6 months
   4. must be of good moral character (no criminal background, etc.)

B. Investigation and Interview
   1. must have two citizen witnesses to vouch for his qualifications
   2. must show ability to read, write, speak simple English
   3. must show some knowledge of U.S. history/government

C. Final Hearings
   1. takes place in public court sessions
   2. if approved, take oath of allegiance...to support our country in military if needed
   3. then receives a certificate of naturalization

Denaturalization:

A. Denaturalized: cancels certificate of naturalization based on conduct, etc., before citizenship
   1. due to concealing facts
   2. not intending to live here permanently
   3. taken the oath with mental reservation
   4. refusing to testify about alleged subversive activities

B. Expatriated: forced to give up citizenship because of acts committed after becoming a citizen
   1. being a citizen of another country
   2. serving in another country's armed services
   3. voting in another country's elections
   4. formally renouncing U.S. citizenship
   5. deserting U.S. forces in war time, avoiding military service, or treason

One can also give up citizenship voluntarily.

Today, an average of 125,000-135,000 persons are naturalized yearly.

THE GOOD LIFE

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: 2 class periods

OBJECTIVE/PURPOSE

The student will identify reasons why people came to America, where they came from, how many illigal aliens enter the country, where U.S. emigrants go, and understand passports.

MATERIALS NEEDED

"New Immigrants: In Search of the Good Life, U.S. Style"; Elizabeth Dowling, Senior Scholastic and Discussion Guide.

DESCRIPTION OF ACTIVITY

Students read material on immigration, U.S. emigrants, passports, and living abroad, answer questions on worksheet handed out with reading.

EVALUATION

Teacher check on class discussion and on discussion guide.

Name_____

"NEW IMMIGRANTS: IN SEARCH OF THE GOOD LIFE, U.S.-STYLE"

Discussion Guide

COMPLETION:

_____ 1. How many immigrants enter the U.S. legally each year?

_____ 2. How many immigrants enter the U.S. illegally each year?

_____ 3. How many immigrants are waiting to be admitted each year?

_____ 4. This "symbol" still greets people who are immigrants to the U.S.

_____ 5. Immigration reached its peak during what time period?

_____ 6. Quotas against Third World immigrants were relaxed in what year?

_____ 7. The three Third World areas are what? (3 answers)

_____

_____

_____ 8. There is an estimated ___ to ___ million illegal aliens in America.

_____ 9. Why do some employers in the U.S. welcome illegal aliens?

Emigrants

_____10. What country gets the most U.S. immigrants?

_____11. What was called the "island of tears"?

_____12. It is located where? (ques. 11)

_____13. The "island of tears" passed through how many million immigrants?

_____14. What proportion of immigrants was held for further checking or sent home?

_____15. Today, one in ___ Americans is said to have some tie with the people who passed through the "island of tears".

Passports

_____16. Last year the U.S. issued how many passports?

_____17. Most went to tourists heading where?

_____18. What U.S. official doesn't need a passport?

_____19. The first U.S. passport was issued in what year?

_____20. A passport expires in how many years?

Chart, Living Abroad

_____21. How many Americans live in other countries?

_____22. Most Americans living in other countries are whom?

_____23. How many Americans live in Canada?

_____24. How many Americans as students live abroad?

_____25. The second highest country with Americans living there is whom?

LISTING: LIST 5 REASONS GIVEN FOR FOREIGH PEOPLE WISHING TO LIVE IN AMERICA:

1. _____ 3. _____ 5. _____

2. _____ 4. _____

LISTING: LIST 4 THINGS WHICH MUST BE MET IN ORDER TO RECEIVE A PASSPORT:

1. _____ 3. _____

2. _____ 4. _____

(ANSWER KEY)

"NEW IMMIGRANTS: IN SEARCH OF THE GOOD LIFE, U.S.-STYLE"

Discussion Guide

COMPLETION:

1. 400,000
2. unknown
3. 709,000
4. Statue of Liberty
5. early 1900's
6. 1965
7. Asia, Caribbean, Latin America
8. 2-20
9. They can hire them at lower wages

Emigrants

10. Canada
11. Ellis Island
12. New York Harbor
13. 12 million
14. 1 in 5
15. 2

Passports

16. 3.1 million
17. Europe
18. President
19. 1796
20. 5
21. 1,155,900
22. Wives and children of businessmen
23. 235,900
24. 50,000
25. Mexico

LISTING:

1. Freedom
2. Better pay (opportunity)
3. Abundance of food
4. Political persecution
5. Diversity of cultures

Also: Fresh Start

LISTING:

1. Proof of citizenship
2. Proof of identity
3. Two photographs
4. $13 fee (?)

IMMIGRATION TRENDS

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: 15-20 min.

OBJECTIVE/PURPOSE

The student will be aware of recent immigration trends to the U.S. Graph reading skills.

MATERIALS NEEDED

Worksheet

DESCRIPTION OF ACTIVITY

Students will answer questions about graphs showing immigration to the U.S. 1961-1970 and 1978.

DIRECTIONS

Hand out worksheet with graphs. Have students answer the questions and then check right away in class. Can be used as part of a discussion on immigration. Discuss the effects possible on a culture and on the immigrants upon moving to a new culture.

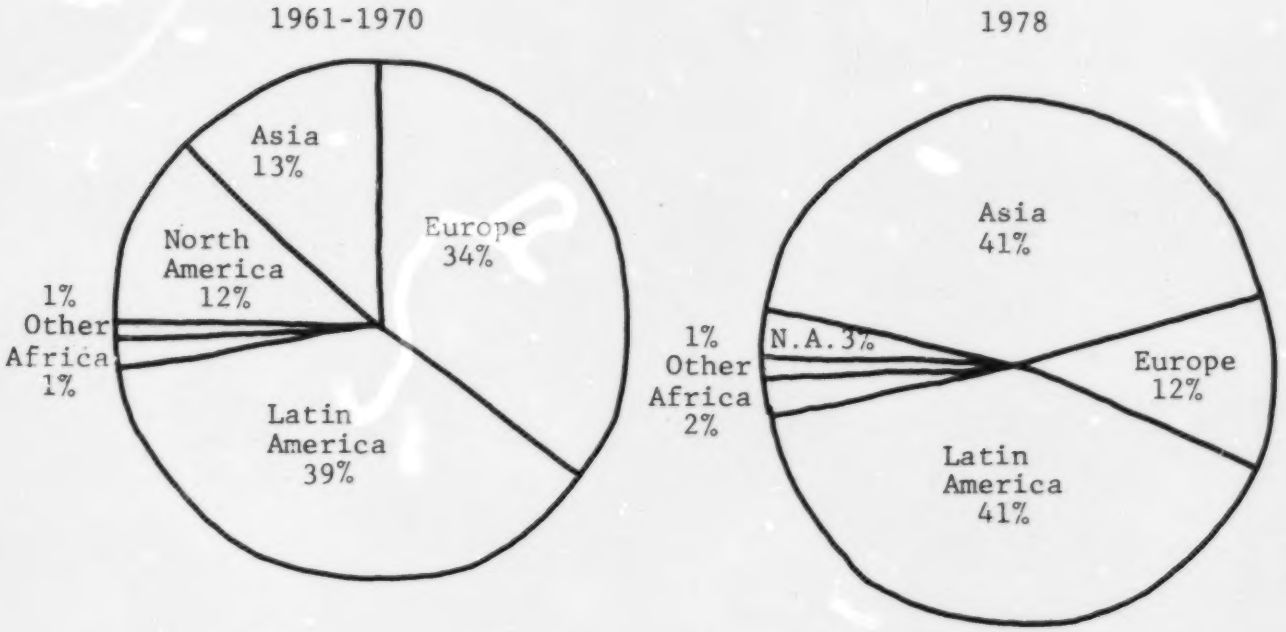
VARIATION

Students could construct the graph given the information regarding immigration.

EVALUATION

Teacher check/observation

WHERE IMMIGRANTS TO THE U.S. CAME FROM



1. In the years 1961-1970 the most immigrants came from which area? _____

2. In 1978 the most immigrants came from which two areas?
_____ and _____

3. The percentage of people coming from which two areas became less in 1978 than it had been in the years 1961-1970?
_____ and _____

4. From 1961-1978, which area declined the most?
_____

5. From 1961-1978, which area increased the most?
_____

ANSWER KEY:

1. Latin America
2. Asia and Latin America
3. Europe and North America
4. Europe
5. Asia

DISCRIMINATION AGAINST MINORITIES

Skill Area: Nation - Minority Groups
Grade Level: 7-8
Group Size: Class/Small Groups
Time Allotment: 1 period

OBJECTIVE/PURPOSE

The student will be more aware of some of the ways people have been discriminated against.

MATERIALS NEEDED

1. Study Guide - Minority Songs

2. Copy of lyrics and, if at all possible, recordings of the actual songs. Include such songs as "Freedom For The Stallion", "Black and White", "Half Breed", "Indian Reservation", "The Immigrant", "Wooden Indian", "The Woman In The Moon", "Short People", and "America" by Neil Diamond.

DESCRIPTION OF ACTIVITY

Students will interpret meanings of songs as they apply to discrimination.

DIRECTIONS

Have students listen to recordings of these various songs. Students will answer questions as they listen to the songs and/or follow the words on their lyric sheet. A study guide is reviewed at the end of the activity. Discussion can follow. Another possible activity is to divide the class into small groups and assign one song to each group. Then have them explain to the class what the song is about, group being discriminated, how they were being discriminated against, etc.

VARIATION

Activity could be conducted in cooperation with the music department.

EVALUATION

Teacher checking of worksheet or of group response.

NAME _____

STUDY GUIDE: Minority Songs

1. In Freedom For the Stallion, who would be the stallion, the mare, and the colt?
2. What two songs concern Blacks, primarily?
3. What "brand new land" were the bound chained slaves going to? (Freedom For the Stallions)
4. In Freedom For the Stallion, what is the Black's concern for the baby child? "Freedom for the right to _____."
5. In Freedom For the Stallion, the slaves are praying to _____.
6. In Freedom For the Stallion, give an example of what is meant in the statement, "they got men makin' laws that destroy other men."
7. According to Black and White, the faith for racial equality rests in what generation or age group?
8. What, in Black and White, is the author hoping will someday happen (concerning the differences in skin color)?
9. Cher sings of a half-breed. In this case she was half _____ and half _____.
10. According to Half-Breed, the Red say that she is white by _____.
11. Because of her shame (Half-Breed), what was her young years centered about: "you don't hang around"?
12. What is meant by the last line of Verse 3?
13. In Indian Reservation, the part "I'm still part red-man means that the Cherokee is a very _____ person, both to live and to die.
14. In Indian Reservation, who now produces the Indian good bought by tourists?
15. Most Indian tribes like the Cherokee have been placed on _____.
16. In Indian Reservation, the Cherokees believe they "will reduce in time" which means?
17. The songwriter believes that although now very deprived, someday they "will _____".
18. In The Immigrant, what do you think the songwriters are referring to by "beacon of liberty"?
19. According to The Immigrant, America once closed its door to by "beacon of liberty"?
20. In Wooden Indian, what does it mean, "I am a Wooden Indian"?

_____ 21. In Wooden Indian, what does the singer say will happen to the Indian movement in the future?

_____ 22. In Wooden Indian, what does it mean, "I am a Wooden Indian?"

_____ 23. The song, The Woman In the Moon, is about youth. In the past youth was second-place in a world run by _____.

_____ 24. She is saying that adults don't like to accept _____.

_____ 25. Woman In the Moon: Instead of _____ in the moon refers to youth's belief that both _____ and _____ are equal.

_____ 26. In the song, Short People, the verse part says what about short people?

_____ 27. According to the words would short people be referred to as being in the minority or majority of all people?

_____ 28. Could the same prejudice be slanted against tall people in another song?

_____ 29. The singer says short people have no reason to _____ (top stanza) and have nobody to _____ (bottom stanza).

_____ 30. In the last song, what does it mean, in paragraph #3, we're traveling light today"?

_____ 31. Last song: What does it say about these people in paragraph #4, "we'll say our grace"?

_____ 32. What does the first stanza mean in paragraph #5?

_____ 33. Is there any reference in the song to the Statue of Liberty? If so, explain...

_____ 34. What is the name of the song, "My Country tis of thee...sweet land of liberty"?

Study Guide: MINORITY SONGS (Responses)

1. man, wife, child
2. Freedom of the Stallion, Black and White
3. America
4. vote
5. God
6. congress - tax laws, draft laws, etc.
7. children (young)
8. accept all
9. red, white
10. law
11. moving
12. running away won't change you
13. proud
14. Japan
15. reservation
16. lose population
17. return
18. statue of liberty
19. false
20. home
21. rise again
22. relic of past, changes by whites into a symbol of the past; taken their pride away
23. adults
24. change
25. man, men-women
26. same as you and I
27. minority
28. yes (it has)
29. live, love
30. leaving possessions behind - only what they can carry
31. are religious
32. immigrants are accepted from all parts of the world
33. freedom's light burning warm
34. "America"

MINORITY CONTRIBUTIONS TO AMERICA

Skill Area: Nation
Grade Level: 7-8
Group Size: Class/small groups
Time Allotment:

OBJECTIVE/PURPOSE

To have students recognize some of the unusual contributions of minorities to American history.

MATERIALS NEEDED

Lyrics and/or recording of "Black Man" by Stevie Wonder.

DESCRIPTION OF ACTIVITY

Students will listen to recording if possible and/or read the lyrics.

DIRECTIONS

Play the recording and have the students list the different minority groups mentioned and complete study guide with the help of the lyrics. With the lyrics, have the students match the names with the minority group and their contributions.

EVALUATION

Review study guide

BLACK MAN Study Guide Name _____
Song Activity

I. MATCHING - Match the person with his/her race and achievement.

A	B		A. (Race)	B. (Achievement)
___	___	1. Abraham Lincoln	A. Red	A. Founder of blood plasma
___	___	2. Sacajawea	B. Black	B. First to reach the North Pole
___	___	3. Garrett Morgan	C. White	C. Leader of United Farm Workers
___	___	4. Thomas Edison	D. Yellow	D. Made first clock in America
___	___	5. Crispus Attucks	E. Brown	E. Freed the slaves
___	___	6. Dr. Charles Drew		F. Invented light bulb
___	___	7. Hayakawa		G. One of the founders of neurosurgery
___	___	8. Hiawatha		H. Guide for Lewis & Clark
___	___	9. Matthew Henson		I. World War I hero
___	___	10. Squanto		J. Famous educator
___	___	11. Dr. Daniel Williams		K. First successfully performed heart surgery
___	___	12. Denis Banks		L. Leader of first microbiotic center in America
___	___	13. Harriet Tubman		M. Led slaves to freedom
___	___	14. Cesar Chavez		N. Founded city of Chicago
___	___	15. Pedro Alonzo Nino		O. Invented stop light and gas mask
___	___	16. Benjamin Banneker		P. Died in the Revolutionary War
___	___	17. Sing Kee		Q. Guide for Columbus' ship
___	___	18. Harvey Williams Cushing		R. Helped the pilgrims
___	___	19. Micho Kushi		S. One of the organizers of the American Indian Movement
___	___	20. Jean Baptiste		T. Raised funds to sponsor Columbus' voyage to America
___	___	21. Lewis D. Santangel		U. Helped establish the League of Iroquois

Responses:

A	B																				
		C	E	1.	B	A	6.	B	K	11.	B	D	16.	B	N	20.					
		A	H	2.	D	J	7.	A	S	12.	D	I	17.	D	L	19.					
		B	O	3.	A	U	8.	B	M	13.	B	G	18.	B	B	9.	E	C	14.	E	Q	15.
		C	F	4.	B	B	9.	E	C	14.	D	L	19.	E	Q	15.					
		B	P	5.	A	R	10.	E	Q	15.	B	N	20.								

BLACK HISTORY

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: 1-2 class periods or outside class work

OBJECTIVE/PURPOSE

To acquaint the students with some historical names and events in the history of Black Americans.

MATERIALS NEEDED

Handout of Crostic Puzzle
Film, "America: A Picture In My Mind" - AEA 7

DESCRIPTION/DIRECTIONS

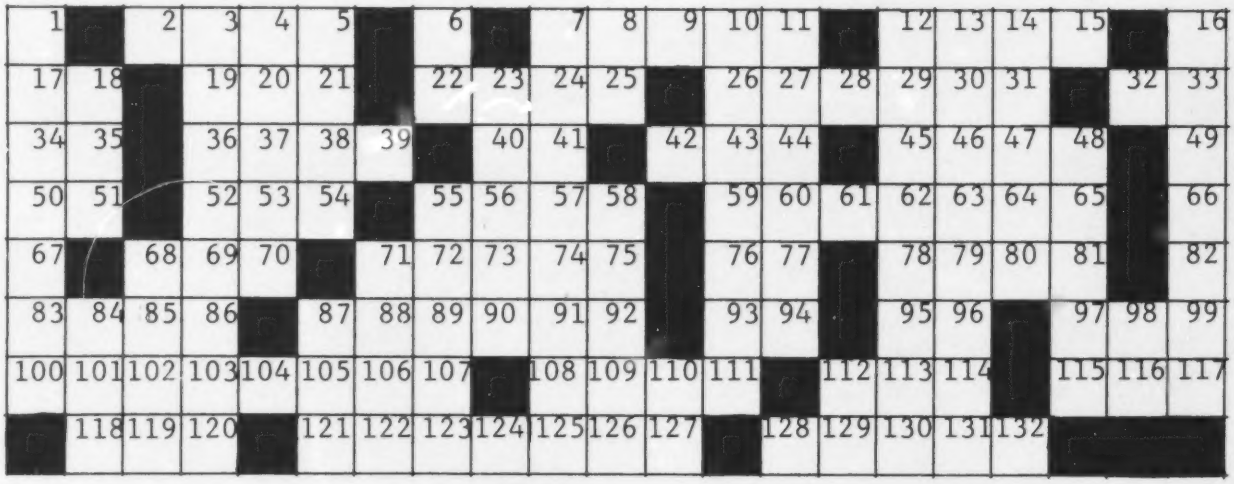
Explain how the puzzle works to the students. Some letters are provided. Students answer questions and transfer letters to corresponding numbers in puzzle. When complete, the puzzle will reveal a well-known quote.

A good followup discussion of the occasion for this speech, The Freedom March in 1963 when more than 200,000 people from the U.S. gathered in Washington D.C. would give more meaning to this activity using the film, "America: A Picture In My Mind."

EVALUATION

Can be checked by teacher or counted as an extra credit activity.

By answering the questions and transferring the letters to corresponding numbered spaces, you will unveil a famous quote from the 1960's Civil Rights Movement.



1. One of the oldest organizations for Black equality.

   106 3 27 71 41

2. An important movement in the 1960's was the Civil _____ Movement.

   56 1 65 109 12 70

3. The man responsible for the above quote - _____ Luther King.

   59 6 8 111 63 43

4. The quote is from a speech made at The _____ Memorial, Aug. 28, 1963.

   99 37 17 121 16 45 64

5. A song for the Equal Rights Movement was " _____ Overcome."

   32 48 92 2 112 132 114

6. The Segregated Schools Ruling was put to the test in 1957 in _____ Rock, Arkansas.

   34 24 93 125 113 54

7. _____ rights is important to a lot of minority groups.

   60 129 57 131 80

8. A well-known Black explorer who reached the North Pole.

   11 61 15 107 23 73 76 13 77 62 85 66 N.

9. Many large cities had these during the sixties. _____

   88 29 79 55 25

10. Black actress - Ruby _____.

    7 74 39

11. Mary McLeod _____ served as a Presidential advisor to FDR.

    95 86 28 91 40 117 98

12. The leader of a slave revolt in South Carolina, Denmark
_____ _____ _____ _____ _____.
4 120 38 123 21

13. A movement to help slaves escape North; The
_____ _____ _____ _____ _____ G _____ _____ _____ _____ _____
130 26 81 105 72 119 49 89 31 104
_____ _____ _____ L R _____ _____ _____.
122 118 46 94 124 127

14. To have trust in something or someone. _____ _____ _____ _____ _____
100 110 68 82 78

15. An important Supreme Court decision was the _____ R _____ _____
44 128 75
_____ C _____ _____ _____ case in 1857.
97 30 51 52

16. The right to _____ O _____ _____ is a right Blacks fought for.
102 108 96

17. When slaves were brought over to America in boats, their hanos and _____ _____ _____ _____ were bound in chains.
67 5 9 90

18. A lot of Black Americans' ancestors came to
_____ _____ _____ _____ _____ _____ C _____ in slave ships.
10 115 126 36 33 20

19. She spoke out against slavery in the 1840's.
Sojourner _____ R _____ _____ _____
69 50 87 83

20. Chicago's first settler. _____ _____ S _____ B _____ _____
19 116 14 35 84

21. One of the biggest causes of racial problems: _____ _____ _____ _____
53 42 22 58

FREE LETTERS = E I V E
18 103 47 101

QUOTATION = "I HAVE A DREAM THAT ONE DAY THIS NATION WILL RISE UP AND LIVE OUT THE TRUE MEANING OF ITS CREED: 'WE HOLD THESE TRUTHS TO BE SELF-EVIDENT, THAT ALL MEN ARE CREATED EQUAL.'"
_____

1. NAACP
2. Rights
3. Martin
4. We Shall
5. Lincoln
6. Little
7. Equal
8. Matthew Henson
9. Riots
10. Dee
11. Bethune
12. Vesey
13. Underground Railroad
14. Faith
15. Dred Scott
16. Vote
17. Feet
18. America
19. Truth
20. De Sable
21. Hate

NATIVE AMERICANS

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: 1 period or outside class work

OBJECTIVE/PURPOSE

The student will recognize influence of Native Americans on our culture.

MATERIALS NEEDED

Worksheet attached
Film: "More Than Bows and Arrows", Parts I and II - AEA 7

DESCRIPTION/DIRECTIONS

Hand out a matching worksheet for students to work on. Have students identify the states named from the Indian languages, and tribe. As a follow-up to this activity, have the students view the film, "More Than Bows and Arrows I/II and conduct a class discussion.

EVALUATION

Teacher check

NATIVE AMERICAN CONTRIBUTIONS TO U.S. CULTURE

Name_____

I. STATES NAMED FROM INDIAN LANGUAGE - Match the state with its proper Indian name.

___ 1.	Alabama	A. Shoshoni word, "Light on the Mountains"
___ 2.	Alaska	B. Sioux, "One Who Puts to Sleep"
___ 3.	Arizona	C. Oto Indian word, "Flat Water"
___ 4.	Connecticut	D. Sioux Indian Tribe
___ 5.	Idaho	E. Indian word, "Large Hill Place"
___ 6.	Illinois	F. Sioux Indian word, "Friends"
___ 7.	Indiana	G. Two Choctaw Indian words, "People" and "Red"
___ 8.	Iowa	H. Referred to a friendly Indian tribe
___ 9.	Kansas	I. Choctaw Indian word meaning "Thickes Clearers"
___10.	Kentucky	J. Cherokee Indian Village, "Tanasi"
___11.	Massachusetts	K. From Indian word, "Long River"
___12.	Michigan	L. Indian Aztec War God, "Mexitil"
___13.	Mississippi	M. Navajo word, "Higher Up"
___14.	Missouri	N. Pima and Papago word meaning "Little Spring"
___15.	Nebraska	O. Chippewa word, "Gathering of the Waters"
___16.	New Mexico	P. "Land of the Indians"
___17.	North Dakota	Q. Sioux word, "People of the South Wind"
___18.	Ohio	R. Aleut word meaning "Great Land"
___19.	Oklahoma	S. Iroquois word, "Great River"
___20.	Oregon	T. Algonquin word meaning "Great Water"
___21.	South Dakota	U. Sioux Indian word, "Friends"
___22,	Tennessee	V. Indian word Kenta meaning "Meadow Land"
___23.	Texas	W. Indian word Wauregan, "Beautiful Water"
___24.	Utah	X. "Father of Waters"
___25.	Wisconsin	Y. Illiniwek = "River of Men"

ANSWERS:

1.	I	6.	Y	11.	E	16.	L	21.	U-F
2.	R	7.	P	12.	T	17.	F-U	22.	J
3.	N	8.	B	13.	X	18.	S	23.	H
4.	K	9.	Q	14.	D	19.	G	24.	M
5.	A	10.	V	15.	C	20.	W	25.	O

HANDICAPPED

Skill Area: Nation-World
Grade Level: 7-8
Group Size: Class
Time Allotment: Outside class research

OBJECTIVE/PURPOSE

The student will be aware of some of the contributions made to society by various handicapped people.

MATERIALS NEEDED

List of handicapped people (attached)

DESCRIPTION OF ACTIVITY

Students will select or be assigned a person to report on. The report can be oral or written and can be worked on individually or with a partner at the teachers discretion.

DIRECTIONS

Students will research the person they have chosen or been assigned.

EVALUATION

Teacher corrected

LIST OF HANDICAPPED (?) PEOPLE IN HISTORY

Thomas Edison
Helen Keller
Franklin D. Roosevelt
John Milton
Ludwig Van Beethoven
Lord Byron
Elizabeth Barrett Browning
Francisco Goya
Winston Churchill
Sarah Bernhardt
Grover Cleveland Alexander
Ben Hogan

George Shearing
Mel Tillis
Ray Charles
Stevie Wonder
Ronnie Milsap
Bud Abbott
Glen Cunningham
Tom Dempsey
Rocky Bleir
Jimmy Piersall
Jill Kinmont
Joni Eareckson

WOMEN'S HISTORY (E.R.A.)

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: Class period

OBJECTIVE/PURPOSE

The student will become acquainted with the Equal Rights Movement for women and the E.R.A.

MATERIALS NEEDED

Study Guide - ERA

DESCRIPTION/DIRECTIONS

Have students complete the study guide using available resources. Follow with a class discussion on current status of amendment and the issues involved.

EVALUATION

Teacher check

NAME _____

Study Guide: ERA, Who Supports It?

MAP

1. Name the states in the West that haven't ratified the ERA yet:

   _____ _____ _____

2. Do the same for the states in the area touching Iowa:

   _____ _____

3. The remainder form the South.....name them:

   _____ _____ _____
   _____ _____ _____
   _____ _____ _____
   _____ _____

4. _____ States (number) must ratify by _____ (date).

WHY ERA IS NEEDED

5. There is no clause in the Constitution granting _____ status as persons and equal _____ under the law to _____.
6. A woman's legal status differs greatly from _____ to _____.
7. There is no _____ guarantee of _____ for women.
8. When a woman is solely responsible for her family, she could not have to spend her _____ and _____ in legal battles to gain rights she deserved in the first place.
9. Some people say women's rights are guaranteed by the _____ Amendment, but the Supreme Court hasn;t interpreted it that way.
10. The amendment in Question 9 gave women certain rights - In your history book recite the Amendment as stated in Section I, Restrictions on the States.

    _____
    _____
    _____

11. History Book: Amendment_____ gave women the right to _____.

WHO SUPPORT ERA?

12. The last 6 Presidents of the United States: Name them in order of succession:

    _____ _____ _____
    _____ _____ _____

13. Both the _____ _____ and _____ in Congress support it by large majorities.

14. Also 35 of our _____ state legislatures support the ERA.

15. Over _____ organizations also support the proposal.

WHAT EFFECT WILL ERA HAVE?

Answer by True (+) or Falso (0):

_____16. Restrooms will be sexually integrated.

_____17. Men and women will be tried differently for similar crimes.

_____18. It will jeopardize benefits available to men now available under Social Security.

_____19. Both sexes will be equally protected under labor laws.

_____20. ERA will make both parents equally responsible for the support of their child.

_____21. It will alter family relationships.

_____22. Women have always been eligible for the draft.

_____23. Women will be required to serve in combat without exception.

SHORT ANSWER

24. E.R.A. stands for _____ _____ _____

25. Do you favor or not favor the passage of this amendment?

_____

Study Guide: ERA, Who Supports It?

Answer Key

MAP

1. Nevada, Arizona, Utah
2. Illinois, Missouri
3. Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, South Carolina, Virginia, North Carolina, Alabama
4. 38, 3-22-79 (now June '82)

WHY ERA IS NEEDED

5. legal, protection, women
6. state, state
7. constitutional, rights
8. time, money
9. 14th
10. No state may make a law to abridge the privileges of its citizens or deprive anyone of life, liberty, property, without due process; and not deny anyone protection of the law.
11. 19th, vote

WHO SUPPORTS ERA?

12. Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter
13. House and Senate
14. 50
15. 200

WHAT EFFECT WILL ERA HAVE?

16. O
17. O
18. O
19. +
20. +
21. O
22. +
23. O

SHORT ANSWER

24. Equal Rights Amendment
25. (opinion)

FAMOUS AMERICAN WOMEN

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: Portions of two or more class periods

OBJECTIVE/PURPOSE

The student will become acquainted with many famous women in American history.

MATERIALS NEEDED

Word find puzzles with list of names

DESCRIPTION/DIRECTIONS

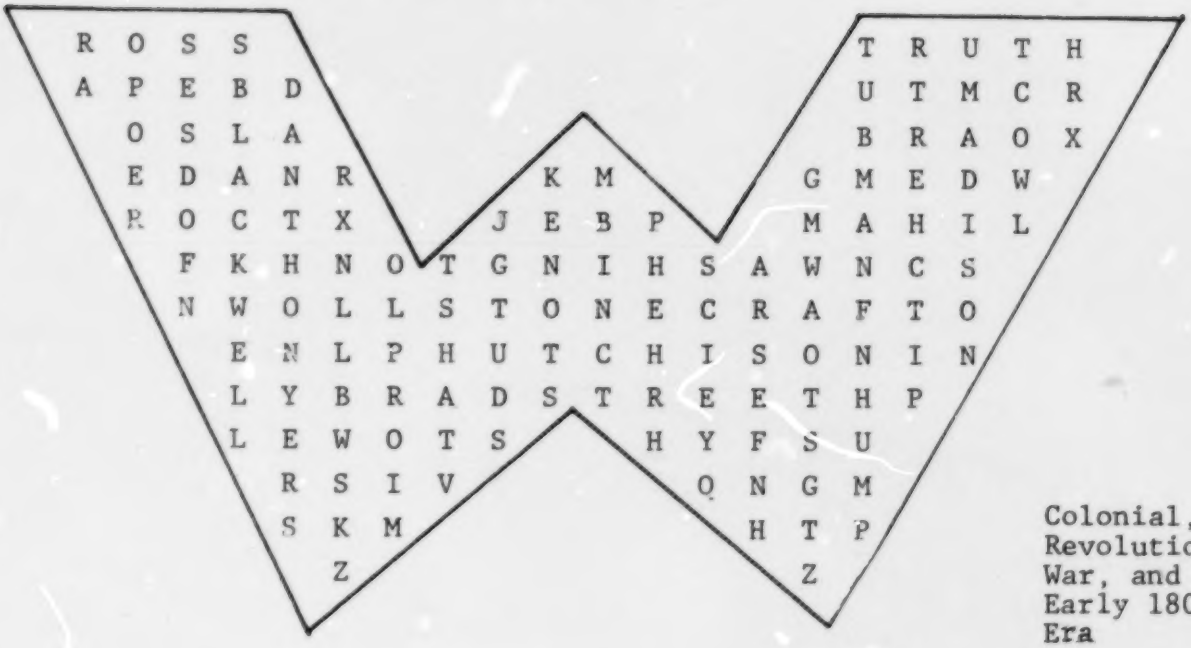
Have students locate the names in the puzzle. An extra activity would be to have them match the last names with the first names. Another extra activity would be to have the students identify a certain number of names from each puzzle and write a brief description of their accomplishments (this would take more time).

VARIATION

Each part of the puzzle could be used for separate units of study for the time period designated.

EVALUATION

Teacher check - could be an assignment or an extra credit activity.



R O S S
A P E B D
O S L A
E D A N R
R O C T X
F K H N O T G N I H S A T R U T H
N W O L L S T O N E C R A W N C S
E N L P H U T C H I S O A F T O
L Y B R A D S T R E E T H N I N
L E W O T S H Y F S U T H P
R S I V Q N G M U T M C R
S K M H T P B R A O X
Z Z G M E D W
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M A R A F T O
M S O N I N
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H Y F S U
Q N G M
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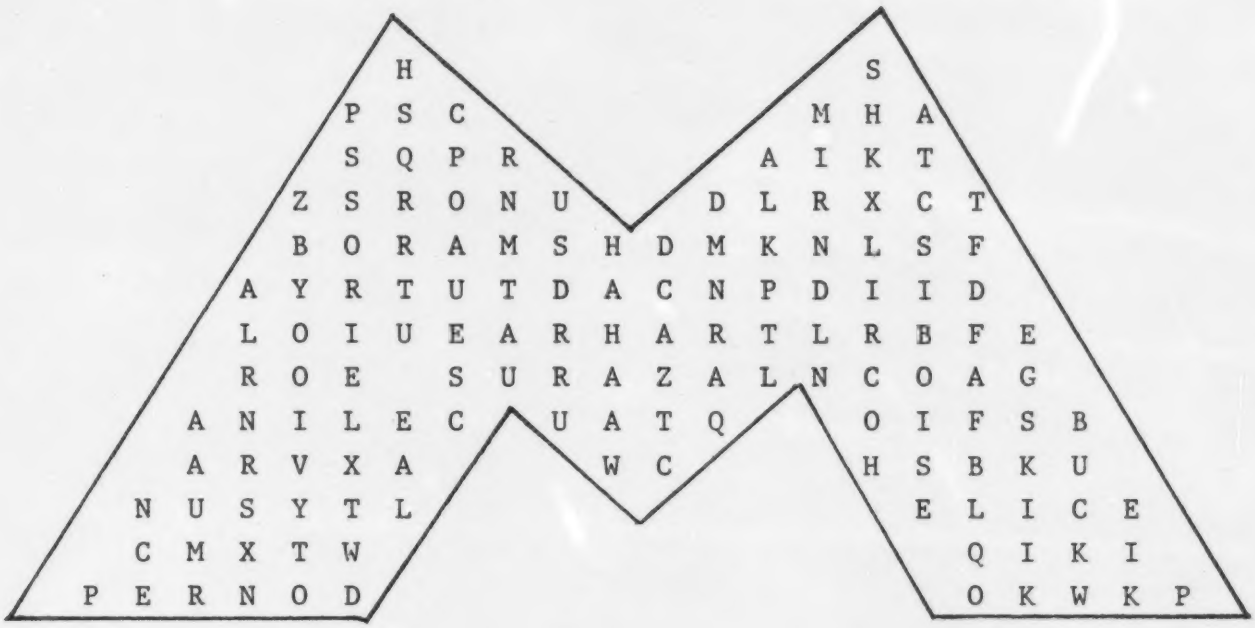
Z

Colonial, Revolutionary War, and Early 1800's Era

S W X I D T
B N Y D B X U V A P
C A O I Y O A O R N V O
C X S A O O W R L O P M T
M U Y M O B Z E O T O N O H
O S B E O Z B C H A O M B A
D T H M P N R N M K L P N L Y E
S T M R H L I R L A K O C X O W
W C A O P L Z E I I C O X I T O
E O N N Q G Y H N S T K I M F H
F O H O B Q S B T Q S P W V C
G C D D T I T A R B E L L D
P S H K N E O J U J T V O
A S U K A E B R D U G
J E L F T T H S B
S L V S E

Civil War and Post Civil War Era


H
P S C
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B O R A M S H D M K N L S F
A Y R T U T D A C N P D I I D
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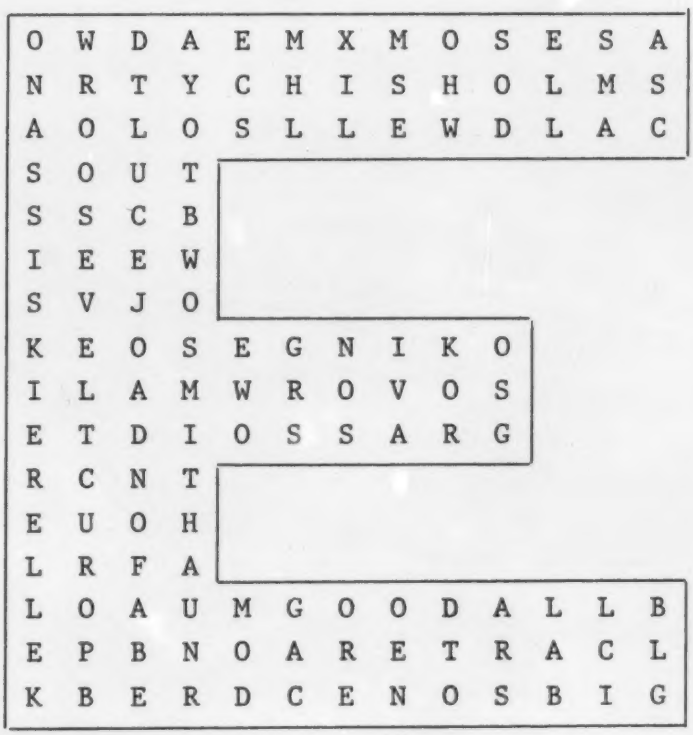
R O E S U R A Z A L N C O A G
A N I L E C U A T Q O I F S B
A R V X A W C H S B K U
N U S Y T L E L I C E
C M X T W Q I K I
P E R N O D O K W K P

Early 1900's

1940's - 1980's


O W D A E M X M O S E S A
N R T Y C H I S H O L M S
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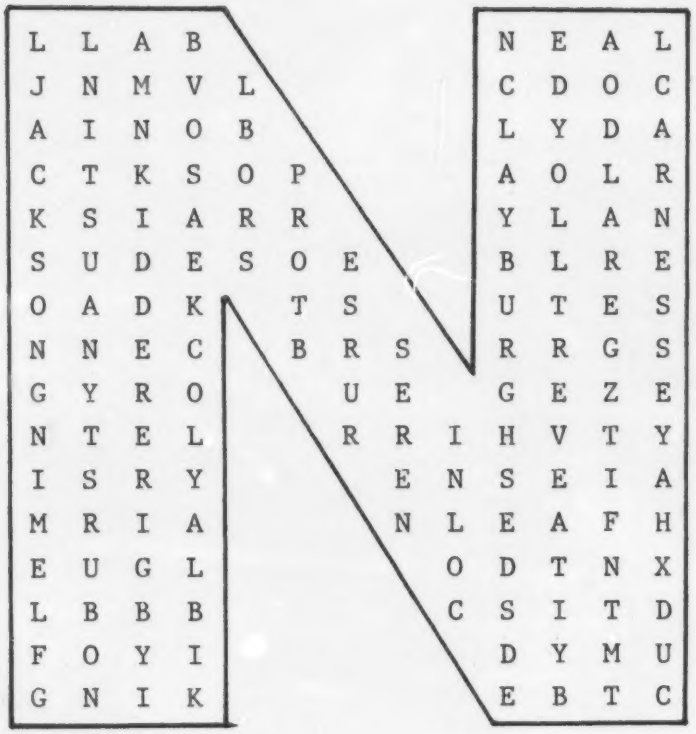
S V J O
K E O S E G N I K O
I L A M W R O V O S
E T D I O S S A R G
R C N T
E U O H
L R F A
L O A U M G O O D A L L B
E P B N O A R E T R A C L
K B E R D C E N O S B I G


L L A B
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C D O C
L Y D A
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B L R E
U T E S
R R G S
G E Z E
H V T Y
S E I A
E A F H
D T N X
S I T D
D Y M U
E B T C

Entertainment!

FAMOUS AMERICAN WOMEN

Colonial, Revolutionary War, and Early 1800's Era

Puzzle Names	First Names
_____ Bradstreet	A. Harriet
_____ Hutchison	B. Susan B.
_____ Pitcher	C. Mary
_____ Ross	D. Harriet Beecher
_____ Wollstonecraft	E. Anne
_____ Washington	F. Lucy
_____ Truth	G. Martha
_____ Tubman	H. Elizabeth
_____ Stowe	I. Anne
_____ Madison	J. Sojourner
_____ Anthony	K. Molly
_____ Stone	L. Dolly
_____ Blackwell	M. Betsy

Civil War and Post Civil War Era

_____ Boyd	A. Dorothea
_____ Cushman	B. Esther Hobart
_____ Barton	C. Louisa May
_____ Dix	D. Julia Ward
_____ Tompkins	E. Belle
_____ Lincoln	F. Annie
_____ Alcott	G. Lucretia
_____ Stanton	H. Clara
_____ Mott	I. Sally
_____ Tarbell	J. Victoria
_____ Morris	K. Elizabeth Cady
_____ Howe	L. Ida
_____ Woodhill	M. Mary Todd
_____ Oakley	N. Pauline

Early 1900's

Puzzle Names	First Names
_____ Adoams	A. Carrie
_____ Church	B. Nellie Tayloe
_____ Earhart	C. Ellen
_____ Lazarus	D. Edith Galt
_____ Buck	E. Dr. Florence
_____ Curie	F. Jane
_____ Sabin	G. Amelia
_____ Ross	H. Carrie Chapman
_____ Nation	I. Emma
_____ Catt	J. Marie
_____ Pickford	K. Mary
_____ Wilson	L. Pearl

1940's - 1980's

_____ Onassis	A. Althea
_____ Roosevelt	B. Eleanor
_____ Chisholm	C. Jane
_____ King	D. Ella
_____ Keller	E. Rosalyn
_____ Smith	F. Coretta
_____ Goodall	G. Shirley
_____ Rand	H. Jane
_____ Gibson	I. Claire Booth
_____ Grasso	J. Grandma
_____ Luce	K. Jackie Kennedy
_____ Moses	L. Ayn
_____ Mead	M. Margaret Chase
_____ Fonda	N. Taylor
_____ Carter	O. Margaret
_____ Caldwell	P. Helen

Entertainment

Puzzle Names

_____ Burnett
_____ Streisand
_____ Midler
_____ Ross
_____ Jackson
_____ Carnes
_____ Fitzgerald
_____ Burstyn
_____ Neal
_____ Hayes
_____ Tyson
_____ Clayburgh
_____ Kidder
_____ Blaylock
_____ Rigby
_____ Fleming
_____ Lloyd
_____ King
_____ Ball
_____ Moore
_____ Austin

First Names

A. Mary Tyler
B. Tracy
C. Billie Jean
D. Peggy
E. Jane
F. Jill
G. Patricia
H. Bette
I. Ellyn
J. Diana
K. Mahalia
L. Carol
M. Cicely
N. Kim
O. Barbra
P. Ella
Q. Helen
R. Morgot
S. Cathy
T. Chris Evert
U. Lucille

ANSWER KEY

Colonial, Revolutionary War, and Early 1800's Era

E-I	G	B
I-E	J	F
K	A	H
M	D	
C	L	

Civil War and Post Civil War Era

E	M	B
N	C	D
H	K	J
A	G	F
I	L	

Entertainment

L	P	F	T
O	I	R	C
H	G	E	U
J	Q	S	A
K	M	D	B
N			

Early 1900's

F	I	E	H
C	L	B	K
G	J	A	D

1940's - 1980's

K	P	A	O
B	M	D	H
G	H	I	E
F	L	J	N

ASIAN AMERICANS

Skill Area: Nation
Grade Level: 7-8
Group Size: 1
Time Allotment: 20 minutes

OBJECTIVE/PURPOSE

The student will understand the contributions of people from the Indian subcontinent that settled in the United States.

MATERIALS NEEDED

The book, The East Indians and Pakestanis in America, Minneapolis: Ferner Publications Co., 1967.

DESCRIPTION OF ACTIVITY

Select a student with average or above reading ability (?) to report to the class his/her findings about the reason for immigration and the contributions people of this nationality made to American life.

DIRECTIONS

Instruct the student to read Part III, pages 19-40, Part IV, pages 41-48, and Part III, pages 49-60. Inform the student to report on the areas outlined in the Description. (NOTE: Be sure to instruct the student to tell the class that today West Pakistan is known as Pakistan and East Pakistan is known as Bangladesh.)

EVALUATION

Teacher checks on the facts for correctness.

BENJAMIN BANNEKER

Skill Area: Nation
Grade Level: 7-8
Group Size: 1 student
Time Allotment: 3 class periods

OBJECTIVE/PURPOSE

The student will understand the contribution of one Black person to the quality of American life.

MATERIALS NEEDED

Encyclopedia and reference books relating to the life of Benjamin Banneker.

DESCRIPTION OF ACTIVITY

The student will research and present his/her findings to the class in the form of an oral presentation.

DIRECTIONS

The student chosen for this activity will secure information relating to: a) B. Banneker's early life; b) his special talents; and c) how he helped in the design of Washington, D.C. Two class periods for research and 1 for presentation and discussion following the presentation.

VARIATION

Series of reports/discussions could be conducted focusing on a variety of people as various themes or time periods are studied.

EVALUATION

Teacher reads for accuracy.

EQUAL RIGHTS AMENDMENT

Skill Area: Nation
Grade Level: 7-8
Group Size: 25-30
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

To aid students in their understanding of the provisions in the proposed Equal Rights Amendment.

MATERIALS NEEDED

Worksheet - description and question

DESCRIPTION/DIRECTIONS

Distribute a copy of the worksheet to the students. Review with them what an amendment is. Read the three sections of the amendment and have them answer the questions. Discuss the questions and answers.

EVALUATION

Teacher check the students' written answers.

The Equal Rights Amendment or ERA

Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3. This amendment shall take effect two years after the date of ratification.

QUESTIONS:

1. Define: equality

2. What is an amendment?

3. Define: discriminate

4. List ways in which you think a person may be discriminated against on account of sex.

5. Some states have laws that forbid discrimination on account of sex. Why, then, should it be added to the United States' Constitution?

DEFINITION OF CULTURE

Skill Area: Nation
Grade Level: 7-8
Group Size: 25-30
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

The students will gain a basic understanding of the concept of culture.

MATERIALS NEEDED

Paper, overhead projector and marking pen

DESCRIPTION OF ACTIVITY

Instruct students to identify items that are part of their lives that would be included in the concept of culture. Be sure to define culture and identify what may be included in culture with selected examples. Such areas should include attitudes, values, and traditions.

DIRECTIONS

Students volunteer their ideas. As a fact is given, the teacher writes in on the overhead projector. The students copy the teacher's notations.

EVALUATION

Have students write a composition, "The Meaning of Culture" using as many of the categories of information presented as possible.

SUBCULTURES

Skill Area: Nation
Grade Level: 7-8
Group Size: 1 student
Time Allotment: 3 days

OBJECTIVE/PURPOSE

It is important for students to understand that there are subcultures within our culture. This activity will introduce the students to one subculture.

MATERIALS NEEDED

The magazine, Natural History, "Children of the Hutterites," February, 1981, pages 34-47.

DESCRIPTION OF ACTIVITY

Assign a student to read this article and report on the following topics: a) the nuclear family structure; b) child care and educstion; c) adult division of labor; d) religion; and e) why this group emigrated from the Soviet Union.

DIRECTIONS

The student will report back to the class in an oral presentation. With the student, conduct a discussion of the information presented.

EVALUATION

The teacher will check the student's facts for accuracy.

COMPARATIVE STUDY

Skill Area: Nation
Grade Level: 7-8
Group Size: 25-30 students
Time Allotment: 1 week

OBJECTIVE/PURPOSE

The students will gain a better understanding of the plight of native Americans.

MATERIALS NEEDED

Encyclopedias, Reader's Guides, magazine articles, reference books about native Americans, overhead projector, and marking pens

DESCRIPTION OF ACTIVITY

Students will research five areas pertaining to native Americans. Students will find information pertaining to the five topics the teacher had identified.

DIRECTIONS

In advance of this activity, the teacher should instruct students in the use of the card catalog and the Reader's Guide.

Divide the class into four groups. Appoint a chair for each group. Instruct the students that their research should involve finding facts relating to these five areas: a) area of ancestoral residence, B) occupations, c) housing, d) use of the land, and e) level of education attained. The four native American groups are the Cherokee, Cheyenne, Navajo, and Sioux.

Students are to work in groups finding the facts for the topics already outlined. The chair's responsibility is to keep the group on task. Allow two days for this activity. On the third day, the chair of each group will report the group's findings to the class. As the facts are presented, the teacher writes each on the chart on the overhead projector (see attached chart). Discuss with students evident patterns in the information.

EVALUATION

Give this short true and false quiz at the conclusion of this activity.

1. Many native Americans have a high standard of living. (F)
2. Many native Americans housing is substandard. (T)
3. Native Americans that choose to reside on a reservation receive a good education. (F)
4. Many native Americans are residing in the general area of their ancestors. (F)
5. Because many native Americans are poorly skilled, their quest for gainful employment is often limited. (T)

COMPARATIVE STUDY OF SELECTED
NATIVE AMERICAN GROUPS

	Cherokee	Cheyenne	Navajo	Sioux
A. Ancestoral area of residence				
B. Housing				
C. Occupations				
D. Use of the land				
E. Level of Education Attained				

JAPANESE AMERICANS

Skill Area: Nation
Grade Level: 7-8
Group Size: 1
Time Allotment: 20 minutes

OBJECTIVE/PURPOSE

The student will understand the history and contributions of Japanese Americans.

MATERIALS NEEDED

The book, The Japanese in America, Minneapolis: Ferner Publications Co., 1967.

DESCRIPTION OF ACTIVITY

Select a student to read the book listed above and answer the questions attached. Have the student write a report and orally present it to the class. With the student, conduct a discussion regarding the information presented to the class.

DIRECTIONS

Allow the student several days to read the book, answer the questions, and draft a written report.

EVALUATION

The quality of the student's written report and oral presentation.

1. Why were some Japanese opposed to the modernization of Japan? Because of this opposition, what did some Japanese decide to do?

2. Why was life not going to be easy for Japanese people that chose to emigrate?

3. How did the Japanese government act in 1885 and 1896 open the doors for larger Japanese immigration to the United States?

4. In what type of labor did many Japanese immigrants engage?

5. How did Japanese Americans contribute to American life? Name <u>specific</u> Japanese that made <u>specific</u> contributions and name the contribution of each.

6. Why were many Japanese the subject of prejudice and discrimination?

7. Describe the treatment many Japanese received during World War II. How did some Japanese contribute to the war effort of the United States? How did many Americans' view of the Japanese American change after World War II?

WOMEN IN UNITED STATES HISTORY

Skill Area: Nation
Grade Level: 7-8
Group Size: 25-30 students
Time Allotment: 2-3 class periods

OBJECTIVE/PURPOSE

The students will better understand the role of women in the development of our nation.

MATERIALS NEEDED

Encyclopedias and reference books

DESCRIPTION OF ACTIVITY

Students are to work in groups of 4-5 each researching the role each woman listed played in our nations history.

DIRECTIONS

Divide the class into groups of 4-5. Instruct each group that their task in this activity is to identify the contribution to American history of each of the woman listed. Allow one to two days for this activity. On the third day, the students are to report their findings to the class. The women to research are 1) Ann Hutchinson, 2) Clara Barton, 3) Annie Oakley, 4) Jane Addams, 5) Helen Keller, and 6) Wilma Rudolph.

VARIATION

Depending upon the time period or theme being studied, a variety of names could be used.

EVALUATION

The teacher will judge the quality of the groups' work according to the material presented.

STEREOTYPING WITH HUMOR

Skill Area: Nation
Grade Level: 7-8
Group Size: 25-30 students
Time Allotment: 2 class periods

OBJECTIVE/PURPOSE

Students will be better able to understand the origin of unfair stereotyping.

MATERIALS NEEDED

Movie, "Black History: Lost, Stolen, or Strayed"

DESCRIPTION/DIRECTIONS

Each student is to bring a collection of Polish jokes to share with the class. Remind the students that their jokes must not be obscene (dirty). The students are to identify the characteristics of the people the jokes are about. This activity should take one period. This should be compared to what they can find out about these same people from other sources.

Discuss how a person's view of a group of people may be slanted by jokes, etc. The next day, first show the movie mentioned in the Materials Needed. This movie also involves the topic of stereotyping. Discuss again how the public's view of Black people may be unfairly influenced by what was mentioned in the movie. This activity will also take one class period.

EVALUATION

The teacher will determine the level of students' understanding of the topics through their ability to discuss the topic intelligently.

BLACK MUSIC

Skill Area: Nation
Grade Level: 7-8
Group Size: 2 or 3 students
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

Students should be able to identify the frustrations and hopes of Blacks during our nation's pre-Civil War era.

MATERIALS NEEDED

Sheet music of several Black spirituals.

DESCRIPTION OF ACTIVITY

Select students to present the words and/or music to Black spirituals.

DIRECTIONS

Select two or three students to locate sheet music of several spirituals. They may either sing the spirituals to the class or merely read the words contained in each.

After that activity, the teacher should conduct a group discussion. The facts students mention during the class discussion should focus on the message contained in the Black spirituals.

VARIATION

This activity can possibly be conducted in cooperation with the music teacher and the music program.

EVALUATION

The teacher will judge the understanding of the content by the quality of students' discussion.

NATIVE AMERICANS - THE ESKIMO

Skill Area: Nation
Grade Level: 7-8
Group Size: 1 student
Time Allotment: 2 class periods

OBJECTIVE/PURPOSE

The student will gain an understanding of how the Eskimo learned to adapt to a hostile environment.

MATERIALS NEEDED

The magazine Natural History, "Eskimos Are Warm People," October, 1981, pages 43-49.

DESCRIPTION OF ACTIVITY

Pick a student(s) to read the article indicated and report back to the class his/her findings.

DIRECTIONS

The student(s) chosen should prepare a written report that he/she will orally present to the class. The student's presentation must include at least the following information: a) where the Eskimo migrated from to Alaska, b) on what the Eskimo subsists, c) the difference in summer and winter living quarters, d) from what and how the artifacts used in daily life are manufactured. A discussion lead by student/teacher could follow the presentation.

EVALUATION

The teacher will grade the student's activity for correct information.

NATIONAL ORIGIN

Skill Area: Nation
Grade Level: 7-8
Group Size: 25-30
Time Allotment: 1 day

OBJECTIVE/PURPOSE

The purpose of this activity is to aid students in their understanding of the diverse groups, races, and/or nationalities that chose America as a new homeland.

MATERIALS NEEDED

Bulletine board with a world map, small index cards, yarn, and pins.

DESCRIPTION/DIRECTIONS

Each student will pin his/her name on a card by the nation from which one of his/her ancestors emigrated. At the conclusion of this activity, stretch the yarn from that nation to your community in the United States. If a student knows where the ancestor may have originally settled, locate the end of the yarn there.

EVALUATION

Discuss why the students think people may have chosen to emigrate.

MELTING POT THEORY

Skill Area: Nation
Grade Level: 7-8
Group Size: 3-4
Time Allotment: 1 week's project

OBJECTIVE/PURPOSE

Understand that the United States culture is actually a combination of the sum total of contributions of other cultures throughout the world.

MATERIALS NEEDED

Oak tag, glue, students' drawings or pictures they have gathered.

DESCRIPTION OF ACTIVITY

Three or four academically talented students are to prepare a collage of elements in our culture that actually are traditions and/or aspects of another culture. Words in our vocabulary that are of another language may also be used. Some of their findings could include such items as Santa Claus (the Netherlands), the Christmas tree (Germany), smorgasbord (Scandinavia), name of cities (Los Angeles - Spanish), Italian food, etc.

DIRECTIONS

Students are to research this topic. Upon completion of this task, they prepare a collage of what they have found. They will present their findings to the class. With these students, conduct a class discussion on the information presented.

VARIATION

Have the small group of students present the information to the class. As a class activity, construct collages focusing on various categories of information presented.

EVALUATION

The teacher reviews the collage for accuracy.

ORIGINS

Skill Area: Nation
Grade Level: 7-8
Group Size: Class
Time Allotment: 1 period

OBJECTIVE/PURPOSE

The student will identify where immigrants came from and total numbers and develop graph construction skills.

MATERIALS NEEDED

Chart of immigrants and worksheet (handouts)
Graph paper

DESCRIPTION OF ACTIVITY

Individual work - reading and interpreting chart on immigration. Constructing bar graphs and/or line graphs.

DIRECTIONS

Hand out Immigration chart and worksheet, and graph paper, and have students construct graphs showing changes over selected time periods.

EVALUATION

Teacher check

*An extra activity would be to have students research and compare information on the current population of various ethnic groups in the U.S. today. Conduct a discussion on possible reasons for the patterns evident in the data.

I. TOTAL NUMBER OF IMMIGRANTS, 1820-1978

1820	8,385
1821-1830	143,439
1831-1840	599,125
1841-1850	1,713,251
1851-1860	2,598,214
1861-1870	2,314,824
1871-1880	2,812,191
1881-1890	5,246,613
1891-1900	3,687,564
1901-1910	8,795,386
1911-1920	5,735,811
1921-1930	4,107,209
1931-1940	528,431
1941-1950	1,035,039
1951-1960	2,515,479
1961-1970	3,321,777
1971-1978	3,502,327
TOTAL	48,665,065

II. NUMBER OF IMMIGRANTS BY CONTINENTS, 1820-1978

Europe	36,184,000
Americas	9,006,000
Asia	2,817,000
Africa	119,000
Australia	131,000
TOTAL	48,665,065

III. TOP 15 SOURCES OF IMMIGRATION TO THE U.S., 1820-1973

	COUNTRY	NUMBER	PERCENT
1.	Germany	6,941,061	15
2.	Italy	5,243,981	11.3
3.	Great Britain	4,827,901	10.4
4.	Ireland	4,718,052	10.2
5.	Austria-Hungary	4,309,625	9.3
6.	Canada	4,024,813	8.7
7.	Russia	3,348,392	7.2
8.	Mexico	1,777,536	3.8
9.	Sweden	1,268,825	2.7
10.	Norway	854,552	1.9
11.	France	738,466	1.6
12.	Greece	608,960	1.3
13.	West Indies	590,500	1.3
14.	Poland	495,684	1.1
15.	China	468,564	1.0

IMMIGRATION CHARTS Name_____

1. During what decade did the U.S. receive the greatest number of immigrants?

2. What continent has supplied the most immigrants?

3. How many countries in the top 15 are European countries?

4. Approximately what pervent of immigrants came from Asia?

   A. 2% B. 5% C. 8% D. 11%

5. What country from the Americas has contributed the most immigrants?

6. Not counting Russia, what is the only Asian country in the top 15?

7. With the graph paper provided, construct bar graphs of Number I and III, and a circle graph of Number II.

ANSWERS:

1. 1901-1910
2. Europe
3. 11 (counting Russia)
4. B. 5%
5. Canada
6. China